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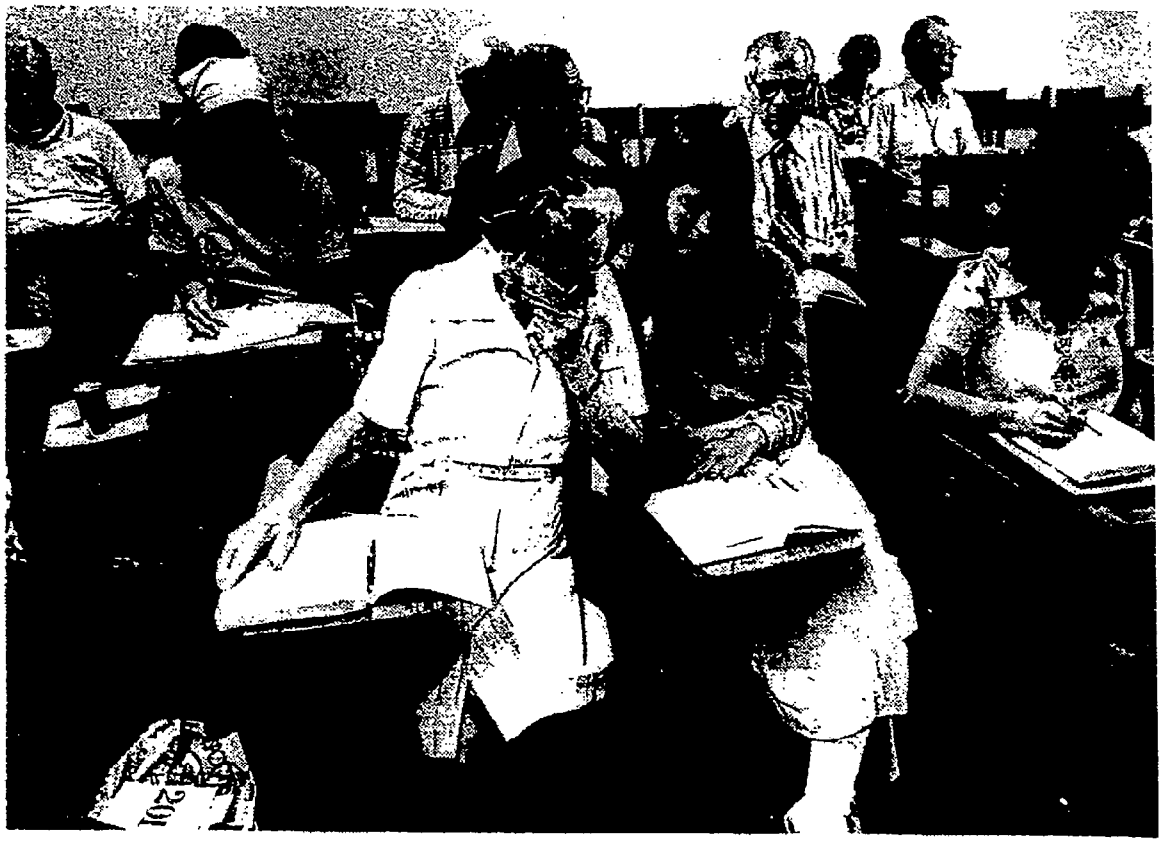
ABSTRACT

This report, in response to the new enrollment trend of older persons entering the nation's institutions of higher education, examines the ways colleges and universities can meet the needs of this new student population. Discussed are the facility, attitudinal, programmatic, curricular, financial, and managerial considerations that could constitute barriers or be out of harmony with the needs of these older students or discourage their enrollment into higher education. The demographics and new observations about the older population that are shattering old myths about aging are discussed, as are ideas on how to open campuses up to an older student population, including examples from colleges that have successfully accommodated these new students. Administrative and environmental areas that can impact the older student are addressed such as counseling services, curricular content and structure, registration issues and specific environmental considerations, including transportation needs and classroom conditions. The report concludes with comments on faculty, administrative, and support services costs and paying for these services when serving an older student population. (Contains 46 references.) (GR)

Educational Facilities Laboratories is a nonprofit organization established in 1958 by The Ford Foundation to encourage and guide constructive changes in educational and related facilities.

Ruth Weinstock

The Graying



A report from EFL

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of the Campus

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Foreword

It has been said that a preface is always a postscript written after the effort of research and writing has been completed and the manuscript is on the way to the printer. In this case a postscript indeed is needed since this book took a course far more extensive than was originally intended.

Initially, this study was to deal with one aspect of the graying of the campus. Our intent was to look at the facilities and physical environments of colleges and universities, which have always been designed for the young, to determine their suitability for accomodating clients no longer young; and to make recommendations for the adjustment of elements that might constitute barriers, or be so out of harmony with the needs of older persons, as to discourage their enrollment. It is possible to dragoon facilities into serving populations for whom they were not intended, but it is unwise to do so. Facilities, while not central, can play a key role in the success or failure of educational programs. Thus, the original subject of this study was to be the campus as *place*.

As we proceeded, however, this inquiry insisted on a life of its own. It would not be severed from attitudinal, programmatic, curricular, financial, and managerial considerations that also clamored for attention. We found that at this formative stage in the relationship between the academic community and our older citizens, EFL could best serve the field with a statement that integrated all these considerations with the environmental issues. *The Graying of the Campus* is that statement.

We hope this report will help colleges and universities reach out to the potential new constituency of older learners with educational programs and settings that are welcoming and supportive. The

stakes are high. With "the graying of America," educators will face an entirely new series of financial, political, and curricular problems. How they are resolved will affect the future of their institutions. Equally important is how they will affect the opportunities of older Americans to more fully avail themselves of a right that has been the exclusive province of youth: the right to education as a means of self-discovery and as a rallying place for the spirit.

We wish to thank The Edna McConnell Clark Foundation for financing this study, and most especially Merrell M. Clark, who was then vice president, for permitting it to cut its own path.

EDUCATIONAL FACILITIES LABORATORIES

Acknowledgements

We wish to express our gratitu le to Louis E. Gelwicks, AIA, president, Gerontological Planning Associates, for sharing his expertise in the planning of environments for the elderly, and to Dr. Norman D. Kurland, director of the New York State Education Department's Adult Learning Services Project, for his gracious assistance with the knotty problems of finance.

In addition, we are indebted to the following persons whose experience and insights helped to shape this report: Dr. Daniel A. Ferber, chairman, Minnesota Intergenerational Education Consortium; Dr. Ruth Glick, director, Institute for Retirement Studies, Case Western Reserve University; Dr. H. R. Moody, executive secretary of the Brookdale Center on Aging of Hunter College, City University of New York; Dr. Nan Pendrell, visiting associate professor of Anthropology, Columbia University; and Sandra Timmerman, consultant to, and former dean of, the Institute of Lifetime Learning, American Association of Retired Persons.

We are equally obliged to the good people at colleges and universities throughout the country, too numerous to mention here, who provided us with information about their programs.

For her superb editorial assistance we must thank D. Marie Grieco. And finally, a warm thank you to Gwen Frederickson who zealously typed the manuscript.

Contents

A New Partnership?

In February 1976, the Fromm Institute for Lifelong Learning held an open house to introduce its new education program for persons over the age of 50. Five hundred San Franciscans showed up. Fromm, a college affiliated with the University of San Francisco, offers academically distinguished work in the humanities and liberal arts for older people interested in stretching their minds. The response was so much greater than expected that Fromm had to accept more than twice the number of people for which its program had initially been planned.

Farther south in California, in an area where agriculture and petroleum are the major industries and the population is sharply stratified along ethnic, economic, and social lines, Bakersfield College in 1973 began to offer programs geared to the diverse local interests and needs. By the end of the first semester 700 persons were attending classes; by the end of the first year, 2400.

In North Hennepin County, Minneapolis, a group of senior residents descended on their community college demanding to know what it proposed to do for them. As a result, special courses and activities were developed jointly by college personnel and the older citizens themselves. The program began in 1972 with 360 participants; by the end of 1976 more than 4000 older persons had been involved in it.

In New York City at the New School's Institute for Retired Persons where admission is selective, retired teachers, doctors, lawyers, business men and other professionals have been conducting their own educational activities since 1962. They started with a nucleus of 183 students. By fall 1977, enrollment had to be limited to 640 and there is a waiting list of applicants.

Program 60 at Ohio State University, for persons 60 and over, started in 1974 with 60 registrants and had jumped to 600 within three years.

and so on. . . .

There are at least two emergent currents that can be joined to form a new wave in higher education. The first is the dramatic shift in demography that is transforming us into a nation of older people. The second is a recent shift in national policy: We have begun to recognize that education is as much a need for the old as it is for the young. Together, these developments hold much promise.

For older persons, it is a promise which reaffirms that life is for living and learning regardless of age. It says never mind that the hair may be graying or the gait slower; there is still work to be done, dreams to be fulfilled, pleasures to be enjoyed. Equally promising in these developments is the potential role of education in helping older persons negotiate the new worlds that come with advancing years—the intimate, private world of personal change, and the environing world of rapid societal change.

In short, the cultural orientation that has pushed aside and cast out its older citizens may be at the threshold of a new expansive ethos; with it there is a rising sensibility that education for older persons can be a nexus to personally satisfying, socially productive lives.

For the academic community, the promise in these developments lies in new needs to be met, new missions to be launched. Given the present fiscal fragility of many institutions, however, even the most sanguine college president might pause at the mention of new missions. New missions cost.

We would remind such pragmatists, therefore, of the practical promise in these new educational horizons: Older students can help to defuse the enrollment time bomb set to go off in 1980 when the prime college age population of 18 to 24 year-olds begins to drop from over 29 million to a low of 25 million by 1990.

As Harold Hodgkinson, former director of the National Institute of Education put it, "We're running out of kids to teach." But there are

parents and grandparents in the millions to take their place. If finding and serving new constituencies is imperative for postsecondary education, it is equally imperative that older citizens be educationally served. What we are confronting, then, are conditions of mutual need and mutual benefit.

A Movement in Ferment

Until recently, persons in the late years of life were, in educational terms, nonexistent. College and university educators, reflecting the attitudes of society in general, knew little about older people and cared less. The idea that persons in their 60's, 70's, and yes, even 80's and 90's, might constitute a clientele for education was utterly remote.

But new social forces now prevail and there are encouraging signs of change. According to a study published in 1974 by the Academy for Educational Development, one out of every five colleges and universities had by then begun to move toward accommodating older people,[1] often with programs that are creative and lively. A new study by the Academy reveals that almost a third of all postsecondary institutions are now involved, in one form or another, with such programs.[2] Indeed, there is an embryonic movement struggling to take shape that would establish education for older adults as a normal function of the postsecondary system.

It is a movement in ferment. On the one hand, there is growth. The number of institutions enrolling older adults clearly is increasing, and there are now some 1.7 million persons over the age of 55 who are participating in formal learning activities. On the other hand, institutional footdragging persists. In many colleges and universities the officers, deans, faculty members, or program planners still have

no consciousness of older people, much less that they are candidates for their classrooms. In other places, development of education programs for seniors is hobbled by lack of clarity as to purpose, lack of conviction that such programs are good or necessary, and concern that they will siphon resources away from more traditional priorities. Behind such doubts rises the specter of ageism—prejudice against the old—which, like racism, says gerontologist Alex Comfort, is based on fear, hangups, and folklore.

The net effect is that older persons still too often remain as neglected in education as they have been in society at large. Evidence that they are not taken seriously as a bona fide clientele is that many current programs enter the campus through a back door. They are ad hoc responses to an immediate need perceived somewhere in the echelons of continuing education departments, or they are ephemeral projects that fade out with the termination of their grant funds.

"The people designing and carrying out the programs have too little commitment from their institutions to permit them to make long-range plans or give them the security they need," noted Esther Rauschenbush, president emeritus of Sarah Lawrence, in a keynote address to a lifelong learning conference.[3] "Such programs must still 'justify' themselves to the authorities. They often are not part of the institution's budget, or they are an expendable part. . . they are still stepchildren of education."

Mutual need and mutual benefit is the basis of good partnerships. The potential in this partnership will be realized, however, only if college presidents, board members, development directors, deans and other responsible personnel really do perceive that older persons represent a significant new constituency—and if they respond with attractive, appropriately tailored offerings. If this inchoate movement is to flourish, it will need the attention of those in the institutional hierarchy who have clout; who can determine policy,

College at Sixty, Fordham University, N.Y. Started in 1973 with a dozen students and a curriculum designed for older persons, it now is a flourishing enterprise. Here, students attend a lecture, "Mathematics for NonMathematicians."

provide for proper planning, and secure institutional commitment.

Action by education leaders toward this end is timely now, as the following developments indicate.

Not by Bread Alone

On October 12, 1976 the "Mondale Bill on Lifelong Learning" was signed into law. It is now Title I Part B of the Education Amendments of 1976 (Public Law 94-482).

Among the welter of provisions that pertain to the education of

adults, there are a few that are aimed at older people or have been construed to apply to them. But never before has the law recognized, as it does now, that the elderly constitute a distinct group, along with the more conventionally recognized groups, for whom "lifelong learning is important." This is no small step. The prior body of legislation pertaining to older Americans has been chiefly concerned with their economic and social welfare. The Lifelong Learning Act is concerned, in effect, with their continuing development as human beings; it acknowledges that older people cannot live by bread alone.

Indeed, because P. L. 94-482 gives this new philosophic premise a foothold in national policy, and because it creates a federal role as a catalyst in the development of an education movement for the elderly, it one day may perhaps be viewed as a landmark of social legislation.

Among its specific provisions, the law mandates an assessment of the educational needs and goals of older and retired persons; it calls for identification of the existing barriers to lifelong learning and an evaluation of programs designed to eliminate them; and it calls for review of the organization and funding for training and education of the elderly in retirement.

Paving the way further for new institutional opportunities are some of the over-all provisions of the law that do not deal with direct services to older persons, but relate to associated support structures—i.e., to provisions for the training and retraining of people to become educators and counselors of adults; to the development of systems for guidance and counseling; and to the creation of appropriate curricula and delivery systems.

Thus the stage has been legislatively set for incorporating education for the elderly into the normal functions of the postsecondary system. But again, the fate of this movement is dependent in great measure on the academic community itself.

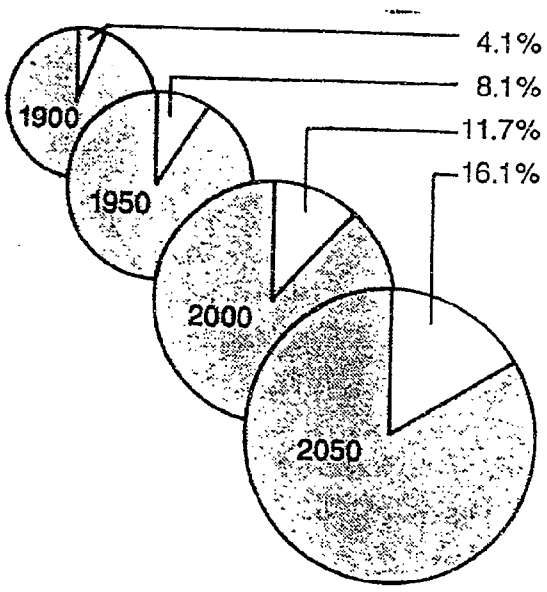
Despite the legislation, realists know that it is not uncommon for laws to gather dust while awaiting appropriations for implementation—or, for that matter, for laws to remain inert indefinitely if public interest in them wanes. In addition, the fate of the movement will be affected by how well the academic community understands the needs of this vast, diverse new body of learners, and how well it is prepared to serve them.

This suggests that it would be strategically wise for colleges and universities to pick up the gauntlet; to initiate programs that will capture our social imagination by demonstrating the profound meaning that education can have in the lives of the elderly. By offering more creative opportunities that will attract to the classroom greater numbers of older persons; by designing programs through which the elderly can discover that education is a means of coming into fuller possession of their powers, to paraphrase John Dewey, the academic community can stimulate the older citizenry to demand sustained and adequate public support. In this way, education leaders in partnership with the elderly themselves can act as joint brokers of change.

There is still another law on the books—The Age Discrimination Act of 1975—that soon will clamor for the attention of education officers. The law will become effective in January, 1979, and is expected to have a major impact on campuses. Noncompliance will run the risk of law suits. It will make unlawful any unreasonable age discrimination in programs or activities receiving federal funds. According to the National Association of College and University Business Officers, it will affect "college and university admissions, housing, financial assistance, student activities, academic programs, athletics, student employment and benefits. . . ."[4]

This statute, in tandem with the Lifelong Learning statutes, has

The Increasing Percentage of People Over 65



implications for the academic community that ring loud and clear. Nowhere are the implications more clear than in the facts of the new demography.

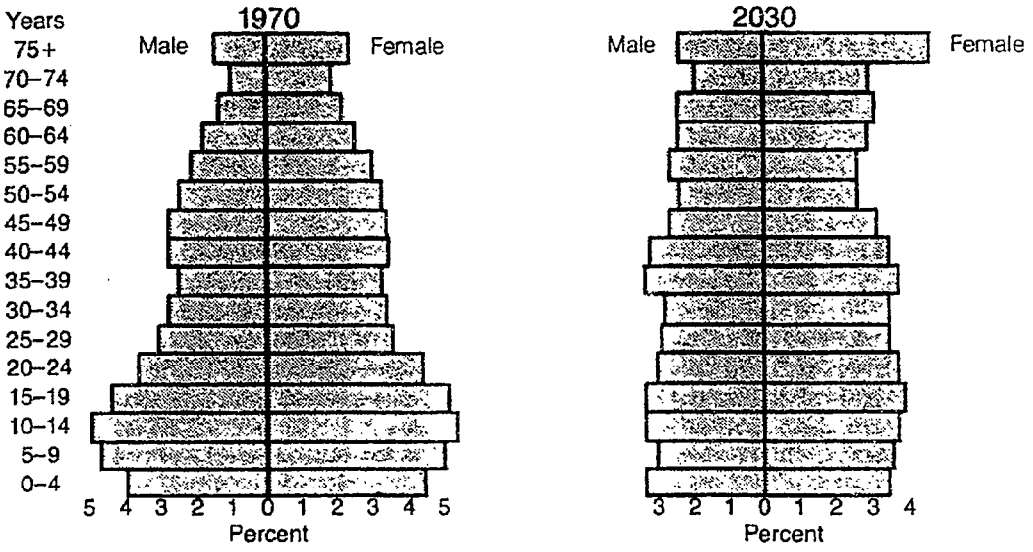
The Elderly Population Explosion

For much of our history, America has been a land of, by, and for the young. The foods we eat, the places we live in, the clothes we wear, the music we hear, the films we see, the things we read, have been designed to appeal to youth.

This is understandable, if not condonable. As recently as 1970, half the American people were under 28 years old. The profile of the population was a triangle whose apex represented those in the late years of life. Few in number, and perceived as peripheral to the national economy either as producers or consumers, the elderly were ignored *en bloc*.

Suddenly, we are seeing them. Just as few among us noticed when the post war baby boom began to slip from its 1957 high, few noticed shortly afterward that great numbers of people were entering the

The declining U.S. birthrate will create a balance between the young and the old in the year 2030.



Sources: Bureau of the Census, National Center for Health Statistics and United Nations Demographic Yearbook

final third of their lives. Now, suddenly, we are discovering (in the very way that individuals themselves discover their youth has passed) that we are a nation of aging people. Nearly 23 million of us—over 10 percent of the population—are 65 and older.

Never before in our history have there been so many who have lived so long. Before the 19th century relatively few people survived to old age; in 1900 only one out of four lived to 65 and over. Average life expectancy was 49 years. Since then, with advances in medical knowledge, expanded health care, a shorter work week and better working conditions, average life expectancy has increased to almost 72 years. Among today's elderly, the majority indeed exceed those years.

The 65-plus age group is not merely large; it is the fastest growing sector of the population. More than 70 percent of it entered that category after 1959. In the decade of the sixties, it increased much more rapidly than the population as a whole, and since the turn of the century it has increased at a rate more than twice that of the total population.

Obviously related to what is now a population explosion of the elderly, is the falling birthrate. Since 1957, it has dropped from a peak

of 3.8 children per woman to a record low in 1976 of 1.8. (Zero population growth, or the point at which deaths and births balance out, is 2.1 births per woman.) Though the birthrate may rise somewhat in the next quarter of a century, for a variety of sociological reasons, according to the experts, any significant increase is highly improbable.

A signal report in *The New York Times* of February 6, 1977 headed "New Population Trends Transforming U.S.," restates this developing demographic phenomenon as follows:

"After decades of the rising influence of the 'youth culture', the pendulum is swinging back. . . . Low fertility and mortality rates have combined to produce a population that will have a larger proportion of elderly people and a smaller proportion of the young. . . . By the year 2030, the median age of Americans will be 37.3 [almost 40!-ed.] if American women continue to bear so few children and the death rate continues to drop." Finally, quoting a Census Bureau projection, the report states: "If recent trends persist, 17% of Americans, or one in every six, will be over 65 by the year 2030, compared with one in 10 today."

The Chronology Myth

Omitted from these figures but relevant for this report is the augmentation of the ranks of the aged by those who are approaching 65. Census data have tended to focus on age 65 as a demarcation because government regulations and social convention have turned it into a magic cut-off date. As a measure of physical, mental, or psychological old age, however, it is an arbitrary figure.

What the figure 65 *is* related to is a definition that originated in 1889 in Germany when Bismarck, for the first time in the Western

world, introduced legislation that acknowledged the responsibility of a federal government for financial support of its older citizens. In casting about for an age to determine "legal" eligibility, 65 was arbitrarily and casually chosen. "The number chosen could just as easily have been 62 or 70 or any other plausible figure," says Dr. Myron Johnson, professor of industrial psychology. "The British Old-Age Pension Act used 70 as the cut-off point and later reduced it to 65, which was the number chosen by the United States Social Security Act." [5] That chronological number has since been institutionalized in our own society as the boundary line between middle and old age, often bearing with it traumatic loss of status, role, and function upon reaching one's sixty-fifth birthday.

Many people experience such loss at earlier ages, however, either because of job layoffs or as early retirement becomes a more widespread pattern. More than 60 percent of men currently receiving social security benefits are doing so at the earlier age of 62. In a study covering almost 8 million workers, the Bankers Trust Company of New York reported that retirement before age 65 is a standard feature in more than 90 percent of the major [union] contracts negotiated. "Although ages 55 to 60 continue as the standard early retirement ages," says the study, "there has been a dramatic shift of emphasis from age 60 to 55 in the 1965-70 period." The conclusion of the study is that early retirement after certain periods of employment will "form the majority of [pension] plans in future years." [6]

Recent legislative revision raising the compulsory retirement age from 65 to 70 is indeed a welcome trend. It is at least a recognition that the magic figure of 65 has been arbitrary. The difficulty is that age 70 is no less arbitrary. And whether this upward revision will affect large numbers of people remains to be seen. Some observers have noted that the new magic figure of 70 will not materially alter the statistical or socioeconomic picture described in these pages. A

RIGHT: *Irving Kantor in class at Brooklyn College, City University of New York. At age 82, he is the college's oldest student.*

substantial part of the population will continue to opt for early retirement because of the physically or spiritually onerous nature of their employment.

Thus there will be increasing numbers of persons between the ages of 55 and 65 who will comprise a natural constituency for late-in-life education.

At present, there are almost 20 million people in the 55 to 65 age bracket. That group, added to the number of those who are already 65 and over, comprise a total of more than 42 million Americans.

The Impact

Demographers, economists, government officials, and politicians are concerned about the meaning behind these figures. They "know" that no society can change from young to old without profoundly affecting every aspect of its existence. Social analysts are weighing big questions:

How will the diminished body of younger people in the work force support a ballooning retired population? Should mandatory retirement policies be still further vacated (as Senator Claude Pepper insists), so that more of the elderly will be more fully self-supporting? What then would be the impact of fewer job places for youth entering the labor market, given the apparent inability of our society to provide jobs during peacetime for everyone able and willing to work? Is the ultimate answer a new mix? Is it to provide places in the labor force for those of all ages by replacing the linear progression of schooling/work/retirement with a "cyclic life pattern"; that is, a pattern that redistributes intervals of education, work, and leisure or "retirement" throughout the entire adult life span?

While these questions are being pondered by social scientists,

Robert Walker / NYT PICTURES

In a study completed in 1972, Dr. Charles R. Carlson of Bakersfield College surveyed a cross-section of 2000 retired persons throughout California. The study found that 30 percent or more are excellent targets for college enrollment—in terms of interest, mobility, and ability to participate without the colleges having to provide transportation or make special arrangements. Extrapolating this percentage on a national scale, there are 6.6 million elderly who are potential candidates for enrollment in higher education.

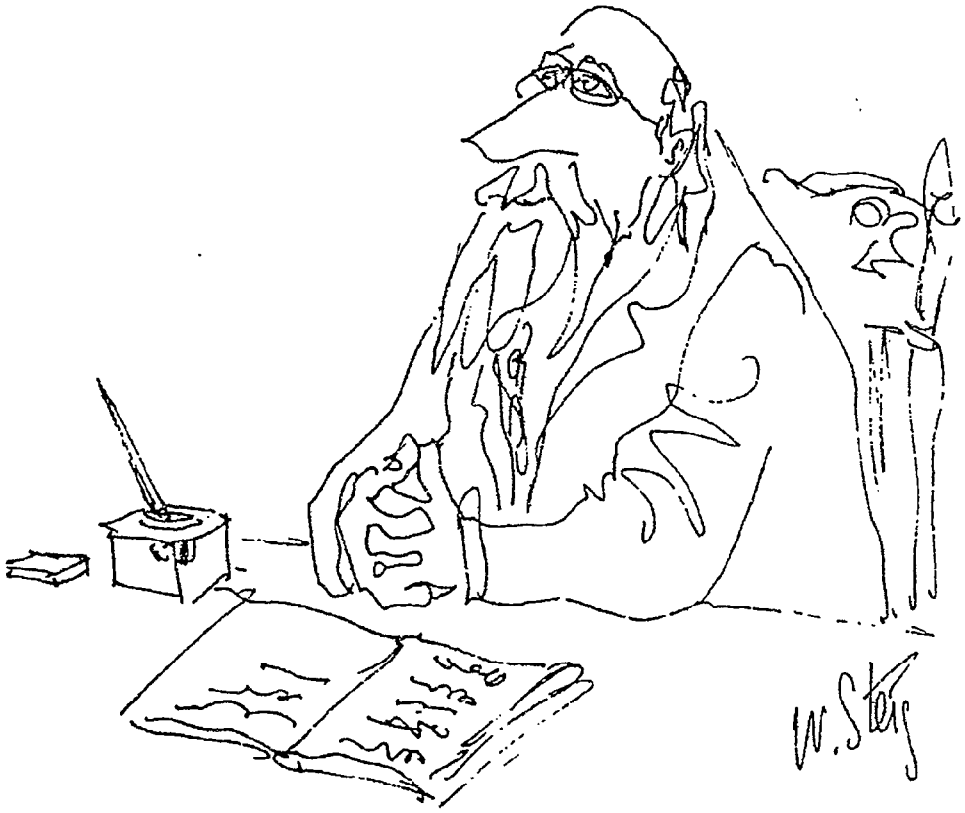
In 1974, in a final report to the California Commission on Aging which had funded a demonstration project at Bakersfield, Dean Carlson wrote: "This project has strongly indicated that a significant and well-planned program for the aging can bring in such large numbers of aging persons as to rival the enrollment of the total colleges . . . The needs and numbers involved could dramatically change the traditional philosophies and concepts held by virtually all educational institutions."

In class at the College of Marin near San Francisco.

corporations that have prospered by serving the young are not waiting for answers. They are moving into the aging market now.

Gerber Products Company, makers of baby food, is now selling life insurance for older folks and testing single-serving foods for the elderly. Levi Strauss, makers of the blue jeans that have uniformed the younger generation, is currently promoting sportswear with a fuller cut for bodies no longer young. Sponsors of FM rock radio stations are now selling condominiums and suburban homes along with phonograph records. RCA is promoting remote-control TV sets to appeal to older people "who don't want to get up." "The Pepsi generation is growing up," says the head of market research at Pepsi Cola's ad agency. As a result, older faces are beginning to appear in its ads, including ads for its new diet soda aimed at those in their middle years.

The lessons to be learned from the commercial sector are useful but limited. Education, after all, is not merely a commodity to be marketed; it is one of our nobler endeavors. Those who may be



"O to be young and a jackass again!"

tempted to approach this enterprise in terms of classroom seats to be filled, or ledgers to be balanced, should consider this observation from a report on a program for intergenerational learning. It touches the heart of the matter:

> All Americans today feel a need to recapture the sense of self that the mass society has snatched from us. To some extent all of us feel that we have lost control over our own lives. Older people feel this more deeply than other adults because their actual loss of control—physical, economic, and familial—is more dramatic and more severe than that of younger people. . . . Because education is important to the restoration of such control, the need of older people for education is as great as and perhaps more acute than that of people who are younger. No school can return to us these important human losses, but educational programs which gear policy to a recognition of these losses can provide older adults with knowledge to help them acquire things not now available to them.[7]

About The New Partner

"You are old, Father William," the young man said,
"And your hair has become very white;
And yet you incessantly stand on your head—
Do you think, at your age, it is right?"

LEWIS CARROLL

"How old would you be if you didn't know how old you was?"

SATCHEL PAIGE

More than a half century after John Dewey asserted that education is not preparation for life, but is life, that concept is becoming a reality on the campuses. It is a reality taking shape with the influx into postsecondary education of men and women beyond traditional college age.

Those who work on campuses need no charts to tell them that substantial numbers of students they now serve are more mature then those of the past. Nonetheless, the statistics document the fact that at present roughly one out of every three college students is 25 years or older. Two out of three in this group go to school part-time, reflecting their involvement in the business of living while they also pursue formal learning.[8]

Moved by a combination of expedience and conviction, educators are seeking out these older learners. To get them and keep them, they have adjusted curricula, methods and delivery systems; they know that such accommodations are necessary to make learning opportunities accessible and attractive to persons whose life priorities revolve around jobs, marriage, and child-rearing.

But in the main, such efforts and accommodations have excluded the elderly—notwithstanding that last year there were 1.7 million

PARTICIPANTS IN ADULT EDUCATION BY AGE, 1974-75

Age	Number Enrolled	Percentage of total enrollment	Total in age group	Percentage enrolled in the age group
17-24	3,448,000	20.2%	30,104,000	11.5%
25-34	6,156,000	36.1%	29,934,000	20.6%
35-44	3,348,000	19.6%	22,328,000	15.0%
45-54	2,481,000	14.5%	23,543,000	10.5%
55-64	1,129,000	6.6%	19,499,000	5.8%
65+	498,000	2.9%	21,194,000	2.3%
Total	17,060,000			

persons 55 and older who indeed were participating in educational programs.

In spite of their absolute numbers, however, the elderly constitute the smallest proportion of all adults in education: less than 10 percent. Persons in the 55 to 64 age bracket constitute 6.6 percent of the total body of adult learners; those over 65, about 3 percent. Moreover, the proportion of participants in these age groups is the smallest in any of the age groups. (See chart) These figures, as well as the research studies, simply confirm what is common knowledge: the older people get, the less they have tended to participate in formal educational activities.

Authority figures in the field theorize that, in part, educators themselves are responsible. Here, in brief, are three hypotheses offered by D. Barry Lumsden, educational gerontologist at Georgia State University:[9]

1. "Adult educators themselves have . . . imbibed the notion that education is first and foremost an investment in human capital; that is, that our nation's schools are necessarily adjuncts of the American factory and office. Viewed in this light, education for older adults admittedly makes little sense. ('The life of the asset is too short, and

the depreciation is too far advanced', observes Dr. Rick Moody, director of the Hunter College (City University of New York) Brookdale Center on Aging.) Perhaps it is because of this essentially economic . . . view of the purpose of education, that adult educators have not made available to older adults the kinds of learning experiences they prefer and need."

2. "Adult education has neglected the older adult learner because of ignorance about what it means to grow old. Many adult educators explain the failure of older adults to participate in educational activities in terms of their increased desire to generally disengage from life. . . . These notions have been rigorously tested and convincingly modified, if not disproved. . . ."

3. "The possibility does exist that older adults are boycotting many of the educational activities which are available to them for the simple reason that these activities are not what they are looking for. . . . There has been a failure to make available to older adults curricula that are keyed to the life experiences of the later years."

One need not reach far for evidence in support of these arguments. Take, for example, the practice of admitting senior citizens to regular classes on a space-available basis—in many cases, as auditors only. At least three aspects of this well-intended but grudging offer are inducements to turn it down.

First, consider that the formal educational attainment of older people is low compared with the over all adult population. As indicated by 1976 figures, older persons have completed an average of nine years of school; less than 40 percent are high school graduates. (These figures will increase dramatically in the future, of course, when the more highly educated younger generations grow older. By 1990 half the people over 65 are expected to be high school graduates; as recently as 1952 it was only 18 percent.) But at present,

for most of the less-well educated seniors and perhaps for many of those with college backgrounds too (8 percent), the typical courses in a college catalogue—Computer Oriented Mathematics 103, say, or English Mercantilism in the 18th Century—are of no interest.

Second, the space-available restriction reinforces the second-class status of older people, saying in effect that they can come but only if there is room left over after the "regulars" sign up.

And third, the prevailing style of college classrooms is inappropriate; the lecture mode, tests and grades, teachers who are ignorant of the life experience of older people or insecure with students older than themselves, lengthy courses that cannot be separated from a complete sequence of courses—all these discourage the participation of older persons, many of whom may be returning to school apprehensively after a hiatus of 40 years or more.

This manner of invitation, even with the best of intentions, is little more than tokenism. The degree to which tokenism will be replaced by commitment depends in part on the degree to which educators themselves come to grips with the pervasive prejudices and stereotypes about aging and the aged that they, as well as the rest of society, harbor. It is those attitudes which create serious barriers to first class citizenship for the elderly on campus, as elsewhere.

The Facts and the Fictions

Deep within most of us is the idea that to be old is to be defunct: poor, feeble, sick, isolated, intellectually moldy, rigidly opinionated, and asexual (despite the contradictory logic of a culture which makes jokes about "dirty old men"). Most insidious is that these negative images have been absorbed by many of the elderly themselves who sometimes play the roles that they believe society expects of them.

"I used to be old, too, but it wasn't my cup of tea."

The numberless examples of high achievers aged 70 and more whose ongoing creativity continues to enrich our lives does little to contravene the deeply imbedded stereotype: pianist Arthur Rubinstein at 90; architect-philosopher Buckminster Fuller at 81; chemist Linus Pauling at 76; jazzman Count Basie at 72; statesman Averell Harriman at 85; Miz Lillian (Carter) who at 68 worked in India as a Peace Corps volunteer; scientist Benjamin Dugger who, having been mandatorily retired from teaching, went on to work for a pharmaceutical company where at age 72 he discovered the life-saving antibiotics aureomycin and tetracycline; Maggie Kuhn who at 65 founded the Gray Panthers and at 71 continues as a tireless advocate of senior power—these are seen as anomalous rather than as

Northampton County Area Community College, Bethlehem, Pa. Late Start students learn about child care in the college's Child Development Center, to prepare for volunteer work with the young.

representative of the thousands upon thousands of anonymous older persons whose vigor, intellectual acuity, and productivity do not cease at age 65.

About three million men and women 65 and over continue in the labor force, and many more might do so were they not discouraged by the unavailability of jobs. Study after study finds that these older workers tend to be better workers in most areas: more stable than younger workers, with less absenteeism, greater punctuality, and lower turnover rates. In the most extensive survey ever made of older workers, it was found that they tend to achieve higher performance ratings than those under 45.[10]

Moreover, some 4.5 million persons, one-fifth of the 65-plus population, are active in volunteer work, donating their skills and talents to the good of the community. They contribute significantly to the total annual value of such services which, in 1974, came to almost $34 billion.

Partly responsible for the misconceptions about the elderly is that for years the research dealing with older people was focused chiefly

on institutionalized populations. Researchers looking for "subjects" to study went to the places where they assumed them to be. Since one finds roses if one looks in a rose garden, or cabbage in a cabbage patch, what they found in institutions was debilitation and illness. The body of research findings thus weighed heavily on the deficits and sufferings of old age. That the number of persons in such institutions constitute less than 5 percent of the total elderly population—and that the average age of their admission is 80—is information that got lost in the small print. So did the fact that, conversely, most of the older population lives and moves about in society more or less like the rest of us. Four out of five persons over 65 have no limitation on their mobility.

There are many older people—especially those past the mid-seventies—who do indeed suffer from poor health, insufficient income, unemployment, adjustment problems, loneliness, denial of their sexual needs and capacities, poor transportation, and a host of other ills. But the old have no monopoly on these afflictions. They are shared by other groups as well, and notably by those many decades their junior. "I've never met any one who wanted to be a teenager again," said Enid Haupt, former editor-in-chief of *Seventeen* magazine.

The evidence is that a significant portion of older people find their present life better than they had expected it to be. One out of every three persons over 65 finds it so, while only one in ten finds it worse, according to the Louis Harris study for the National Council on the Aging. (That study—*The Myth and Reality of Aging in America*, published in 1974, is, incidentally, the most extensive research on the subject ever conducted in this country, and is an invaluable document.)

The facts, however, remain persistently befogged by the fictions. Consider further:

Diversity

The old are not as old as they used to be. They not only live longer, they are healthier and stay active longer. They are financially better off than ever in the past, increasingly better educated, politically active, and more adaptable than is popularly thought. Who but the adaptable could make it through a lifetime that has moved from the horse and buggy to men walking on the moon; that included two world wars, the great depression, and a revolution in social mores?

Generalizations about older people are more faulty than most, however, since older people are anything but an homogeneous group. The differences among them tend to be greater, in fact, than the differences among younger age cohorts. A primary reason is that aging is not a uniform process: it proceeds at different rates for different individuals, when defined in functional rather than chronological terms—which is why some persons seem older at 55 than others who are 10 or 20 years their senior.

In addition, the variants in their life-styles—marriage or widowhood, living alone or with families, health, income, and the like—are more marked than within other age groups, with sharper distinctions accompanying smaller age increments.

"There appears to be no such thing as the typical experience of old age, nor the typical older person," finds the Louis Harris study. "At no point in one's life does a person stop being himself and suddenly turn into an 'old person' with all the myths that that term involves. Instead, the social, economic, and psychological factors that affect individuals when they were younger, often stay with them throughout their lives. Older people share with each other chronological age, but factors more powerful than age alone determine the conditions of their later years."

The Young-Old: A New Breed. Now, an ever greater element of diversity is coming on the scene: the rise of a group newly identified as the "young-old:" Those approximately 55 to 75, as differentiated from the "old-old" who are 75 and over.

This new classification reflects "a changing perception of the life cycle," says gerontologist Bernice Neugarten. Its etiology lies in the shift of traditional retirement patterns from age 65 to younger ages. "Granted that the use of a single life event as the criterion is arbitrary, retirement is nevertheless a meaningful marker with regard to the young-old, just as the departure of children from the home is a useful marker with regard to middle age."

Observing that "this 55 to 75 grouping is not one to which we have become accustomed," Neugarten describes the young-old as more like their younger than their older counterparts with respect to health, income from earnings, marital status, family relations, and education; noting too, that a large proportion have a living parent which usually contributes to a sense of youthfulness. (The estimate, in 1972, was that one of every three 60-year olds had a surviving father or mother.)[11]

The rise of new classifications probably reflects changes in the stereotypes of old age. At the same time, however, because retirement is so entrenched as the mark of old age, and the young-old are distinguishable primarily by the fact of retirement, there is a likelihood that the two groups may be lumped together. In that case, the myths as well as the false picture of homogeneity that already exist about the old-old will be further compounded, and the even greater dimensions of diversity tarred by a single stereotypical brush.

A Quick Look at the Clients

There are almost 23 million Americans who are 65 years of age or older; more than one out of every 10 persons.

This is the fastest growing age group in the country. Between 1900 and 1976 the *percentage* of the population aged 65-plus more than doubled (4.1 percent in 1900 and 10.7 percent in 1976) while the *number* increased over sevenfold (from 3 million to almost 23 million).

If present birth and death rates continue, by the year 2000 the number of older persons is expected to be 32 million and account for more than 12 percent of the total population; by the year 2030, they will comprise over 17 percent of the population, or one in every six Americans.

- **Sex ratios:** Most older people are women. There are 145 women to every 100 men in the 65-plus age group.

- **Marital status:** In 1976 most older men (79 percent) were married; most older women (53 percent) were widows. There were 5½ times as many widows as widowers.

- **Living arrangements:** Only 5 percent of the elderly live in institutions. Most older persons live in a family setting.

About one-third of all older persons live alone or with non-relatives. Of these, 42 percent are women; 17 percent are men.

- **Income:** Although household incomes begin to taper off at about the time the principal wage earner reaches 55, there is also a decline in the size of the family. The net effect is an actual increase in per capita income. In 1975 per capita income among those 65 and over was $4,000 (about 5 percent less than the national average).

Age is not as significant a factor in income as is sex, marital status, and race.

About 15 percent of the 65-plus population were below the poverty level in 1975. Among elderly whites, one of every seven was poor, but among elderly blacks about one-third were below the poverty level. The proportion below the poverty level was much higher for older persons living alone or with non-relatives than for those living in families.

At the upper end of the range, one-third of elderly couples had annual incomes of $10,000 or more. (Four percent had incomes of $25,000 or more.)

• **In the work force:** In 1976 about 3 million persons (14 percent) in the 65-plus age group were part of the work force. Of these, two-thirds were men; one-third women.

The number of 65-plus men in the work force has decreased steadily—from two out of three in 1900 to one out of five in 1976. Among women, one in 12 has remained in the labor force, a figure that is the same as it was in 1900.

• **Formal education:** The length of schooling of most older persons is well below that of the adult population as a whole. In 1976, 37 percent completed high school compared with over 62 percent of all adults. (Eight percent of the elderly have completed four or more years of college.) However, as educational levels rise for all adults, by 1990 about half of all older persons will be high school graduates. (In 1952 only 18 percent were high school graduates.)

• **Intellectual capacity:** Scientific studies indicate, contrary to popular opinion, that learning capacities do not diminish with age. Longitudinal studies show that intellectual abilities among healthy people grow greater through the years, not less.

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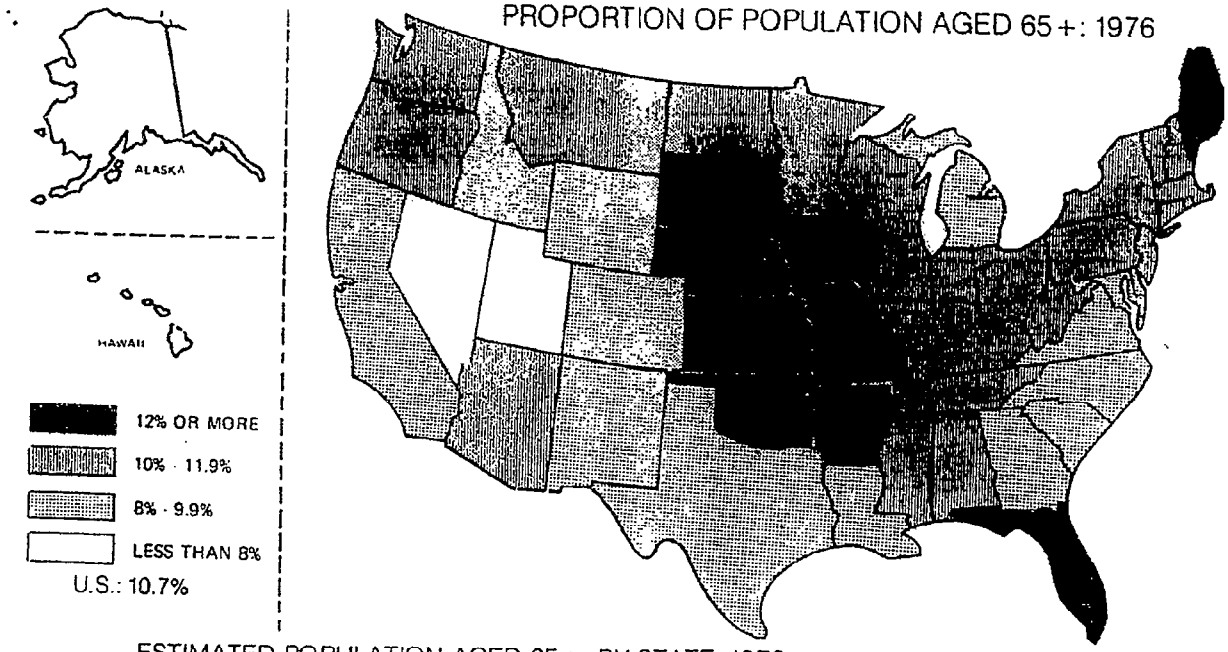
To borrow from Pogo,
"We have seen the elderly and they are us."

Note: Some of these data, newly released as this book goes to press, vary slightly from those in the text. They confirm the trends.

Financial Status: It's Not All Bad News. Stereotypes of older people are often linked with poverty. While inadequate income or outright poverty is indeed an extremely serious problem for large numbers of senior citizens, again the stereotype flies in the face of the diversity among them. It is true that:

- At the lowest end of the scale, there are 3.4 million persons, most of them single women, who are at the level of statutory poverty, with annual household incomes of $3,500 or less.

Persons who are single tend to be in worse straits than those who



ESTIMATED POPULATION AGED 65+, BY STATE: 1976

State	Percent of total population	Rank. Highest % is rank 1	Percent increase, 1970-1976
Total	10.6	—	14.9
Excluding Puerto Rico and outlying areas	10.7	—	14.8
Alabama	10.6	25[1]	19.7
Alaska	2.4	54[1]	32.2
Arizona	10.4	27[1]	46.2
Arkansas	13.1	2	17.2
California	9.9	34	18.4
Colorado	8.4	44[1]	16.4
Connecticut	10.6	25[1]	14.9
Delaware	8.8	41[1]	17.7
District of Columbia	10.3	30	2.9
Florida	16.4	1	40.4
Georgia	8.9	40	21.3
Hawaii	6.8	50	36.0
Idaho	9.7	35	20.7
Illinois	10.4	27[1]	7.6
Indiana	10.2	31[1]	9.9
Iowa	12.8	3	5.0
Kansas	12.5	6[1]	8.8
Kentucky	10.9	22	10.9
Louisiana	9.2	38[1]	16.2
Maine	12.0	10	11.9
Maryland	8.4	44[1]	17.3
Massachusetts	11.7	13[1]	7.6
Michigan	9.2	38[1]	11.3
Minnesota	11.2	18	9.3
Mississippi	11.0	21	17.2
Missouri	12.7	4	8.9
Montana	10.2	31[1]	11.7
Nebraska	12.6	5	7.2
Nevada	7.7	48[1]	51.8
New Hampshire	11.1	19[1]	16.5
New Jersey	10.7	23[1]	13.4
New Mexico	8.0	47	33.9
New York	11.4	15[1]	6.0
North Carolina	9.4	37	24.5
North Dakota	11.7	13[1]	12.6
Ohio	10.2	31[1]	9.6
Oklahoma	12.3	9	13.7
Oregon	11.4	15[1]	17.9
Pennsylvania	11.8	11[1]	10.9
Rhode Island	12.5	6[1]	11.5
South Carolina	8.4	44[1]	26.3
South Dakota	12.5	6[1]	7.6
Tennessee	10.7	23[1]	18.5
Texas	9.6	36	20.8
Utah	7.7	48[1]	22.4
Vermont	11.1	19[1]	12.6
Virginia	8.8	41[1]	21.0
Washington	10.4	27[1]	16.6
West Virginia	11.8	11[1]	10.7
Wisconsin	11.3	17	11.0
Wyoming	8.7	43	14.0
American Samoa	2.4	54[1]	4.8
Guam	1.9	56	28.4
Puerto Rico	6.6	51	17.5
Trust Territories	3.6	53	30.9
Virgin Islands	3.8	52	61.3

[1]Tied in ranking. States with identical percentages receive identical rank number with following rank number(s) skipped to allow for number in tie.

are married, and for blacks and other minority populations, the problem is compounded. Inflation, which hits everyone, most victimizes the poor.

Still, since 1969 the number of hard-core poor has been slowly but steadily decreasing as social security coverage has been extended to almost all workers, along with supplements and cost of living increases.

The misery of being poor in old age cannot be overstated, and is especially bitter in a society of rising expectations and general affluence. The picture of old age-cum-poverty is overdrawn, however, in that it tends to be indiscriminately applied to the older population as a whole. For example:

- In 1975, one-third of all families headed by a person over age 65 had incomes of $10,000 or more per year. Four per cent had $25,000 or more.
- Fifty-four percent owned their own automobiles, nine percent owned two automobiles, 24 percent owned gasoline credit cards.

- In 1960, a much larger proportion of this age group (80 percent) than any other age group reported no debt.

- "This group," notes a 1971 *Business Week* article, "travels, buys cars, dines out at fancy restaurants, buys presents for the kids and grandchildren, and spends a growing share of its retirement dollar on goods and services. Altogether, the over-65 market adds up to $60 billion. This is far larger than the vaunted and highly amorphous youth market, variously estimated at anywhere from $20 to $45 billion."

With profit losses and gains riding on expert knowledge of who has

what to spend on goods and services, the marketing community has been taking a hard look at the income and discretionary spending ability of various age groups. The intelligence they are compiling forms a perspective of the older population that differs significantly from the general view. Here are some extracts from a consumer study sponsored by CBS.[12]

> The young account for about 25% of total consumer earnings, but the older generation (those aged 55 plus) for about 30%. Last year (1971) the income of families and individuals over 55 totaled some $200 billion, close to 15% more than the monies accruing to those under 35.
>
> And even these figures understate the case. A significantly larger proportion of older families are in the upper income brackets. Of all the families earning more than $15,000 per year, about 16% were in the under-35 generation as compared to 25% in the over-55.
>
> Of all the money available to the nation's consumers for discretionary spending, it is estimated that less than 13% is in the hands of the relatively young and an imposing 28% is wielded by those who have not been young for many years. Families with heads 55 and over, as compared with those under 35, are not only more numerous but appreciably more affluent.

Then, honing the older universe into finer segments—and looking to the future as well—the study states:

> In appraising the potentials of this older market, it is important to recognize that it consists essentially of two distinctly different segments, namely, the soon-to-be-retired—the 55-64 group, and the already retired—the 65-and-over. The younger of these two groups is, of course, the more promising to marketers for the simple reason that earnings are still at a relatively high level. Last year, for example,

families in the 55 to 64 group, totaling 16% of all families, had at their disposal 18% of all income but over 21% of all discretionary income.

By the end of the decade, however, as the post World War II babies develop their own families, there will be some changes in the arithmetic. By 1980 the 25-34 age group will account for 26% of all families, and the 55-and-over, only 15%. But in the younger category less than 37% of all families will have achieved upper income status, while in the 55-64 class more than 40% will achieve it.

Families in the retired years of the life cycle—those headed by persons 65 and over—of course experience a considerable decline in the level of income. But even this category will grow more important over the next 10 years as a potential market for luxuries.

A supporting note: In 1975, of all Americans who travelled abroad some 30 percent were over 55; they spent $26.6 billion, over a third of the total amount of money spent on trips abroad by all Americans. Commenting on this peripatetic older clientele, Samuel Mercer, a vice-president of the Pacific Far East Line, notes a difference in attitudes from five or ten years ago. "Our customers," he says, "are a much younger feeling crowd, more swinging and livelier. They seek more entertainment than they used to and more services too. They are more sophisticated, more knowledgeable, have broadened their horizons, and are more willing to travel to new places. Since they have been conditioned to the world's unrest, an uprising that would have deterred them previously does not frighten them off now. They just barge right on out."

In the words of the Louis Harris study, "Generalizations about the elderly as an economically and socially deprived group can do the old a disservice, for they confront older people with a society who sees them merely as a problem and not as part of the solution to any of society's problems."

Making It Work

Old men should be explorers.

T.S. ELIOT

What have I learned in 83 years? I have learned, if you get mugged in the street, don't yell help, yell fire. Nobody wants to come to a mugging, but everyone is interested in a fire.

BRUCE BLIVEN, former editor, *New Republic*

Experience thus far suggests some of the elements that can make the difference between programs that work and those that do not—and whether they will work equally well both for the students and their host institutions. There are also issues and options in the planning decisions that may require some institutional self-analysis.

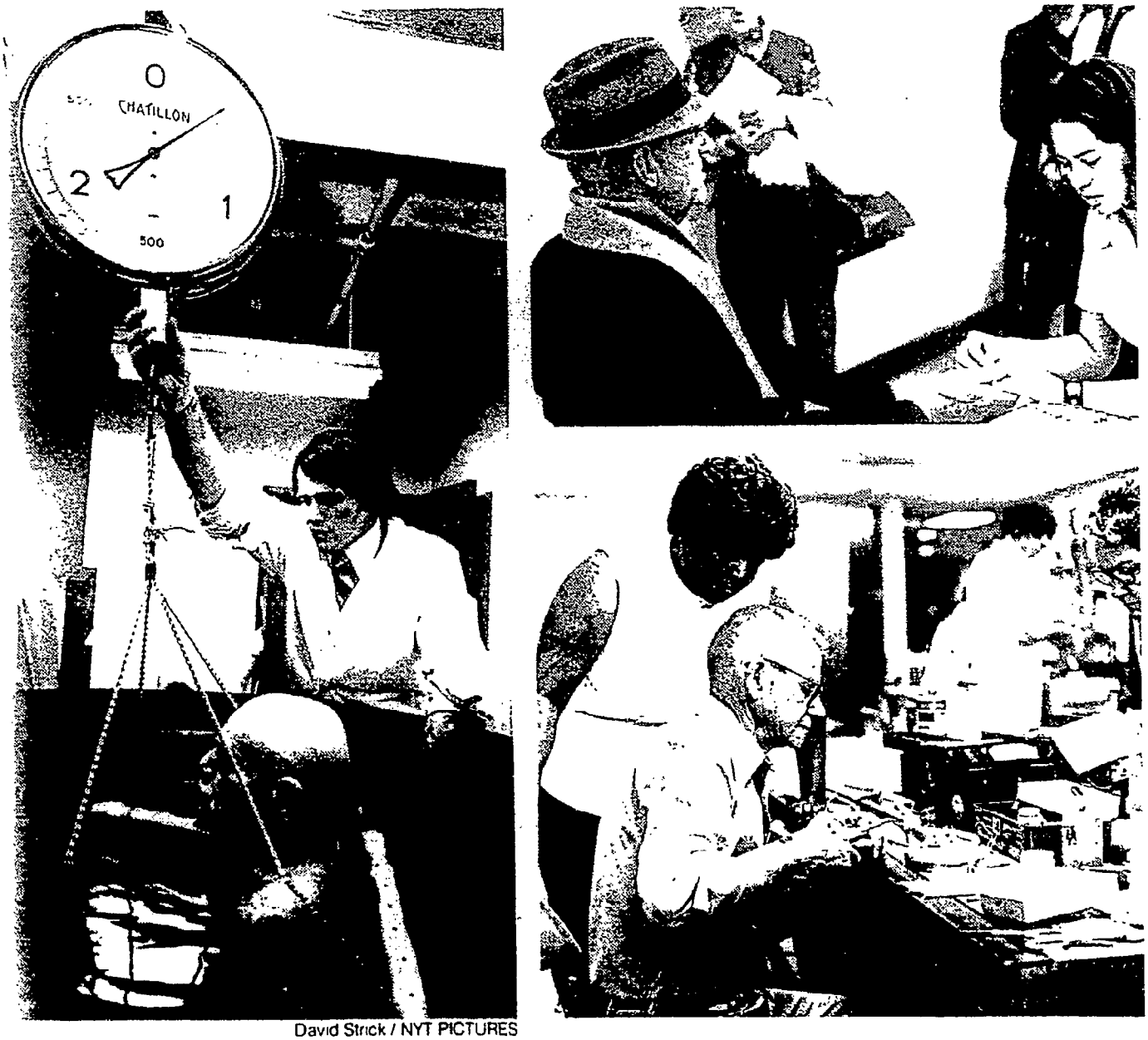
Consider these:

Diversity

Since older persons are such a varied mix, a diversity of programs and styles is necessary to attract and keep them. Program diversity is also necessary to train professionals and paraprofessionals for careers in gerontology. This meshes very nicely with the great diversity within the collegiate community itself, since each institution can look at the spectrum of needs and find those that correspond to its own missions, characteristics, and capabilities.

Each institution can offer what it already does best. The differences among them will attract generally different clienteles with regard to educational, socioeconomic, and other characteristics. Universities can offer older learners academic work of high quality. Their graduate departments can focus on research, and on training

LEFT: *Research program at School of Gerontology, University of Southern California; an aged volunteer is weighed under water for a physiology test.* TOP RIGHT, *blood tests are part of health screening services for older citizens at North Hennepin Community College, Minn.* BOTTOM RIGHT, *advanced silversmithing course for occupational training or pleasure, at Oscar Rose Jr. College, Midwest City, Okla.*



David Strick / NYT PICTURES

students for gerontological specialties in education, psychology, architecture, public health, social work, institutional administration, and so on. Community colleges and vocational-technical institutes can offer courses and activities of a more immediate or practical nature; medical and dental schools can offer health screenings, referrals, and services.

The State of Minnesota, in fact, a leader in the lifelong learning movement, has an innovative model based precisely on such a division of labor—the Intergenerational Education Consortium, which includes public and private colleges and universities as well as a vocational-technical institute and the Minneapolis Public Schools. Each institution provides its own unique services directly to older persons, at the same time contributing its special competencies to its fellow consortium members.[13]

For older persons, it is crucial that there be choice and diversity. Though the range of personalities is much wider in later life than in younger age groups, the available opportunities restrict the choices and thus inhibit the potentialities of the very individuals institutions should be seeking to help.

Cutting into the Field

Administrators intrigued by the idea of opening their campuses to older persons may have qualms about doing so. Accustomed to the traffic of the young, they may worry about getting into an area they know little about and exaggerate the complexities involved. Where that is the case, they can test the water before taking the plunge by starting with activities that are short-range or self-contained. They can try the following:

Vacation Programs—like those offered through Elderhostel, a consortium of colleges and universities which sponsors week-long mini-courses in the summer, when campus facilities tend to be under-occupied. Member institutions offer a minimum of three concurrent courses per week, which are repeated throughout the summer. Students are free to college hop, spending a week at a time on different campuses. In some cases, transportation to do so is arranged. During their stay, the older adults mingle freely with younger students. They attend the college's regular classes in the humanities and the arts, taught by regular faculty. They live in the dorms, eat in the dining halls, use all the facilities, go on field trips, and generally get a taste of college life.

Elderhostel's extraordinary growth, incidentally, speaks for the need that exists—and for the fact that Elderhostel must be doing something right. It started in the summer of '75 with five New Hampshire institutions and an enrollment of 300 students ranging in age from 55 to 91. By the summer of '77 it had grown to 24 colleges and universities in the six New England states, offering 100 different courses and accommodating 1,500 students with a waiting list of 900 more. Now in its fourth year, it has become a national network of over 120 colleges in 20 states, and it is still growing. Students pay from $65 to $105 per week for room, board, and tuition. (At the lower end of the fee scale, tuition is subsidized by Title I Higher Education Act funds.)

Weekend Programs—like the hundreds already in existence that offer abbreviated courses for credit or noncredit. Credit programs can be targeted to the "young-old," many of whom are concerned with second careers. At the University of Pennsylvania's Wharton School of Finance, for example, an MBA can be earned in two years of weekends. At Mundelein College, Chicago, adults without previous

LEFT: *Checking in at Clemson University. Subjects ranging from astronomy to winemaking are among the minicourses and recreation activities that attract South Carolina residents to the university's College Week for Senior Citizens. Guests occupy unused dorms during their campus stay.*

college experience can earn a bachelor's degree in four years of weekends.

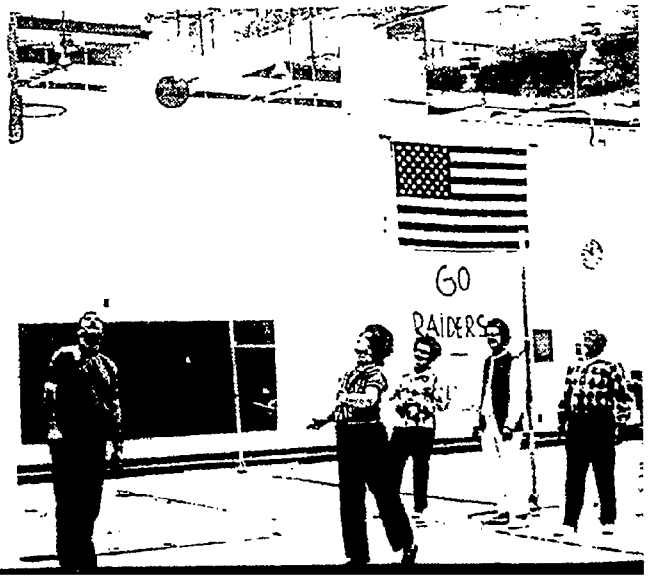
Special Courses and Seminars—like the preretirement courses that can be developed to meet the specific needs of particular companies. These programs can prepare people to "age better" and, in fact, can show them the value of continuing their education once they retire. Increasingly, business firms are contracting with local education institutions to provide such programs for their employees.

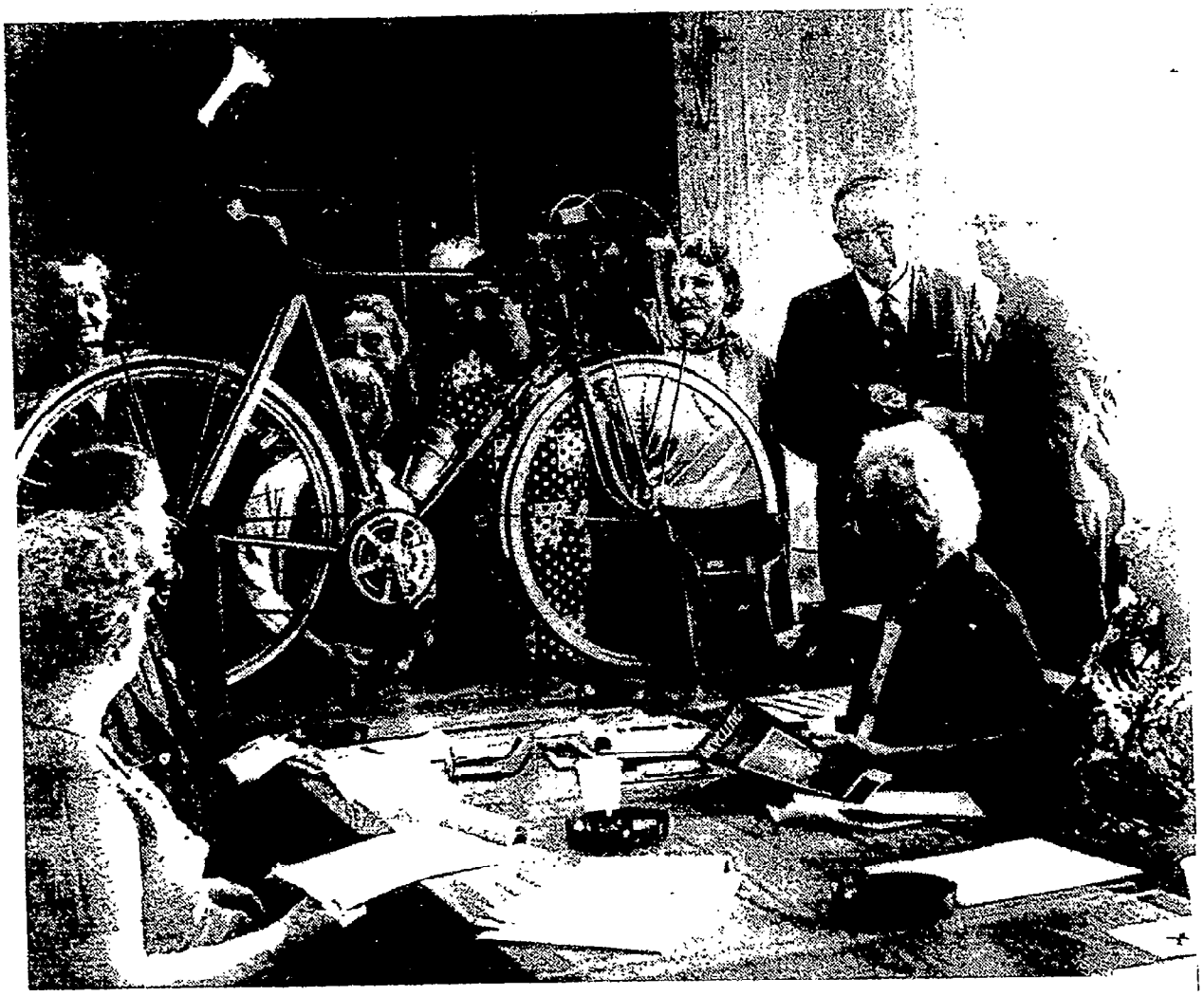
Seminars of the type sponsored by the Community College of Baltimore are another example. Baltimore's once-a-week seminar program, called "Tuesday Mornings at the Plaza," consists of discussions led by outstanding authorities at a theater in a shopping center. Some 200 older citizens attend these weekly discussions on topics of special interest to them, such as "Stretch Your Dollar," "Adult Sexuality," "Family Relationships," and "Philosophies of Aging."

Special Services—such as the Fitness Over Fifty activities at Schoolcraft College, Detroit, or the Community College of Allegheny County, Pittsburgh, among others. These include health lectures, supervised exercises, use of the pool. (In the Allegheny program, a thoracic surgeon called to say that he had operated on a 70 year-old woman who, because she had been taking breathing exercises in Yoga, recovered as fast as a 35 year-old person.)

Other services might be nutrition programs in which the colleges serve as sites where elderly persons gather for meals and a class. A variation on that theme is the nutrition program at Clark County Community College in Las Vegas, where the students in Quantity Food Production I and II, and Principles of Baking I and II, prepare 700 meals a day which are delivered to the elderly at various sites.

Physical fitness, as important for the old as for the young, is a staple of many curricula. TOP LEFT, *students at Northampton County Area Community College, Bethlehem, Pa., learn belly dancing for exercise of stomach and hip muscles.* RIGHT, *to foster cycling, they are taught about maintenance of bicycles.* BOTTOM, *Yoga and basketball at Oscar Rose Jr. College, Midwest City, Okla.*





The program is sponsored by an outside agency and because of their work, students do not pay lab fees.

Even in the trying-out stages, each institution can do what comes naturally.

Curricula: Content

The development of appropriate curricula is central to success in reaching this new and still inadequately examined universe of aged and aging students. But creating appropriate curricula is no new

problem for educators. As far back as memory serves, views have varied hotly about what it is that people need to know, not to speak of what they should know. The factors that shape the decisions are complex, rooted in the time, the place, in perceptions of the culture of the target community; of socioeconomic need, political possibility, aspirational potentialities, and so on. It has always been thus, whether for childhood instruction or advanced professional training. Why then would it not be equally so for this very new, still amorphous educational terrain where, aside from debate about what should be studied, there is sometimes debate about whether there is any point in old people studying anything at all? (There is even a point of view which posits that what older people learn is not important; what is important, these "activity theorists" maintain, is the learning activity itself and above all, that it give enjoyment.)

The matter is far-ranging and beyond the scope of this report, but it may be helpful to quickly sum up certain main currents that have emerged thus far.

In some institutions, notably community colleges, there has been an effort to shape curricula on the basis of principles which grew out of the 1971 White House Conference on Aging. These principles are embodied in a seminal paper, "Education: Background and Issues," by Dr. Howard McClusky.[14] McClusky's paper delineates four basic categories of need which confront older persons:

Coping Needs. This thesis is that for many people transition to old age involves reduction in income, status, influential affiliations, and probable reductions in energy. These decrements threaten the capacity of older persons to live autonomously, hence their treatment constitutes the fulcrum of education for the old. Such treatment involves basic education (for example, the three R's because they are

LEFT: *"Karate for Ladies," at Community College of Allegheny County, Pittsburgh, teaches the art of self defense—one form of coping activity.* BELOW, *"Living Alone and Liking It," a course at Schoolcraft College, Detroit, is designed to help older persons cope with widowhood.*

prerequisite to everything else and because the lack of such skills is a serious problem for large numbers of older persons); education for health (nutrition, exercise, sport and play, physical checkups); and finally, education for economic and social self-sufficiency (for legal rights and ways to negotiate the system, and for adjustment to changing family and social group interrelationships).

Pottery workshop, a program of the Mayor's Office of Cultural Affairs, Boston. Greek folk dancing, College of Marin, Calif. Advanced guitar class, Oscar Rose Jr. College, Midwest City, Okla.

Expressive Needs. This category recognizes the extent to which well-being rests on the exercise of senses and talents. The view is that most of us are capable of ranges of expression beyond those permitted by the routines of modern life, that expressive activities liberate the deeper levels of personality, and that especially in the late years, because of postponed desires, there is a large domain of underexpressed talent which could be activated to enrich one's life.

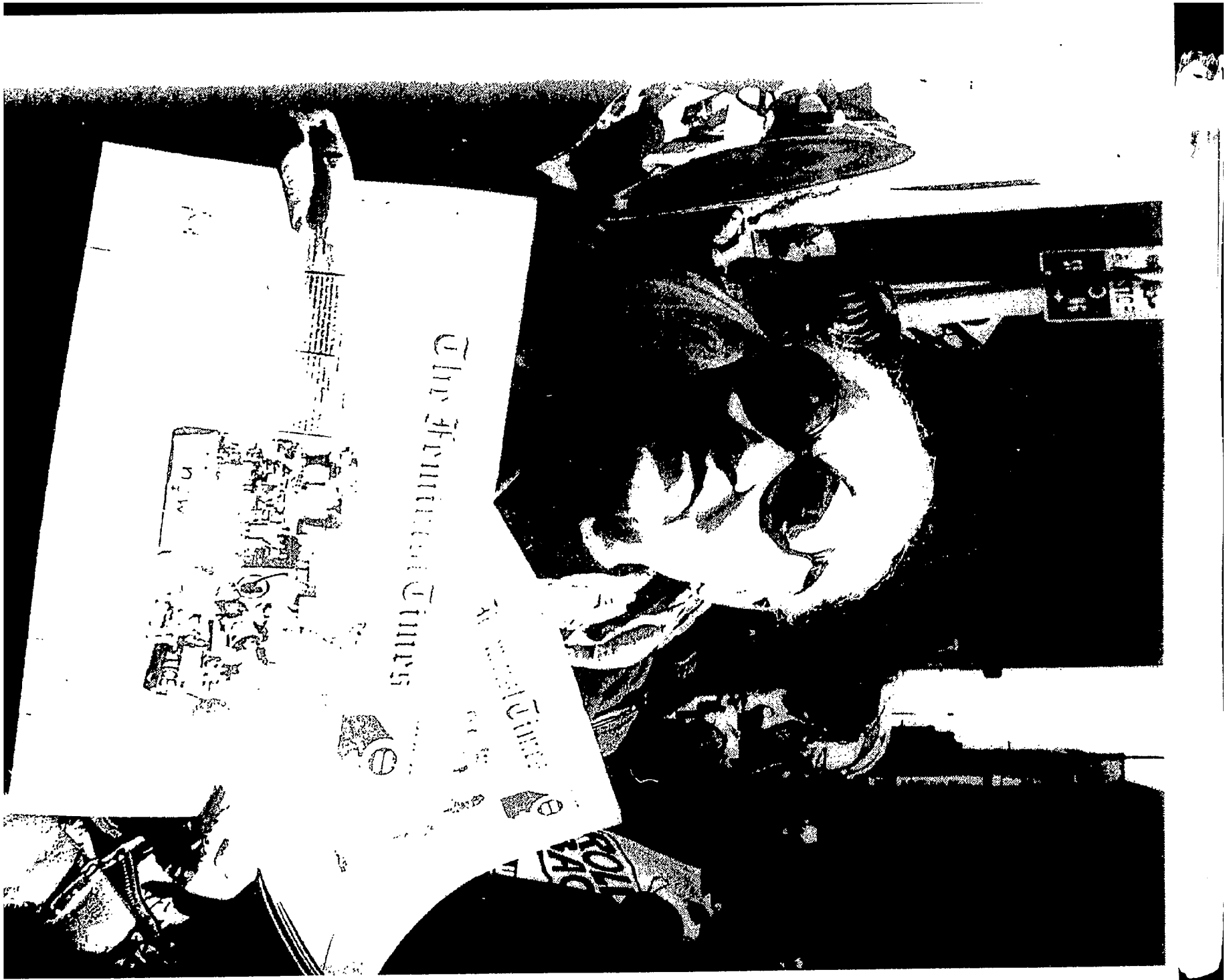
Contributive Needs. Older persons continue to need to give, and to feel needed. Curricula which recognize this essential human factor will aid the old to serve in private and public areas (tutoring the culturally deprived, transporting shut-ins, foster-grandparents, membership on planning commissions, hospital and school boards, and the like). These contributions are not viewed as incompatible with payment for service.

Significant services are rendered by older volunteers at Schoolcraft College, Detroit. TOP LEFT, *Verna Wright operates a machine in the college office.* CENTER, *Doris Fedus, retired teacher, monitors tapes in the language lab.* BOTTOM, *Stan Drew, retired marketing executive, assists the Placement Center by contacting clients for their personnel needs.* RIGHT, *both adult and child are winners in the National School Volunteer Program, Inc.*

Influence Needs. This addresses the importance of enabling older persons to exert greater influence in improving the circumstances of their own lives and to become agents of social change. The content of such instruction revolves around examination of power and the political process, the decision-making structures of government, organization for advocacy, and leadership development. The focus is on issues of vital concern to older people themselves such as health, income, housing, fiscal policy, and human relations affecting the welfare of the community at large. Among the goals: "to shift the emphasis, so common in current problems, from 'doing for' older people to helping them 'do for themselves'."[14]

"No Golden Age Garbage." Presumably, guidelines drawn from calculations such as the above could result in curricula that are relevant and appropriate. Apparently however, that often is not the case; witness the proliferation of courses regarded in some quarters as "trivial"—astrology, ballroom dancing, rhythm bands, and greeting card verse, to cite a few. These are regarded by various educators as not only patronizing, but counterproductive as well since they are said to be rejected by sensitive individuals in the aged community.

In contrast, "no golden age garbage" is a principle that animates numerous programs. It is the force, for example, behind the Institute for Retirement Studies at Case Western Reserve University, where the emphasis is on intellectual rigor. It is an emphasis unrelated to prior schooling. The Institute knows full well that the formal educational attainment of many elders is low. But it knows equally well that life experience can be its own form of university. Thus, its prime requirement for admission is the ability to do college level work.



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The 75 students in the program (median age, 64) have registered for courses in almost every department of the university, at every level from freshman to postgraduate. Three have been admitted to doctoral programs, six are working on masters' degrees, four people are working toward BA's. Dr. Ruth Glick, co-founder and director of the institute, is occasionally asked, "Why the emphasis on rigor? What's wrong with just enjoyment?" "What they don't see," says Dr. Glick, "is that for some people the rigor *is* the enjoyment, that people have an inordinate capacity for pushing on."

Harry Gersh, a 63 year-old Harvard freshman, would agree. "When I retired, I decided that keeping my mind in shape would be more fulfilling than chasing a golf ball," he says. "But I didn't want those mush courses that most schools serve up to older students. I thought the discipline of meeting requirements for a regular degree would be a more worthwhile experience."

Some program directors would reply that the "mush courses" referred to by Mr. Gersh are nourishing to many older persons. Such offerings are in accord with the principle of respect for individual differences, they assert; moreover, they are important in helping to overcome the apprehensions of the many older persons who have had little formal schooling or who, having been away from school for decades, are afraid they will be unable to "keep up."

Opponents of this view contend, however, that because some old people have little confidence in their abilities to learn is no reason to offer them "golden age garbage." They hold that honest intellectual material can be tailored up or down to fit the educational level of the learner, and they call on the learning theories of Jerome Bruner and other educational psychologists to bolster their view. They cite as a model the National Council on the Aging's Senior Center Humanities Program, designed to introduce literature, history, philosophy, sociology, and anthropology to older persons who have not had

Neither the will nor ability to learn diminishes with advancing years. Students at Northampton County Area Community College, Bethlehem, Pa., shown here, engage in a variety of intellectually stimulating activities. TOP, *an introduction to anatomy.* BOTTOM, *an ornithology field trip.* RIGHT, *biology professor Leonard O'Hara demonstrates use of microscope for older enrollees, many of whom discover for the first time the organisms that live in common foods and water.*

previous exposure to them. The program seeks to provide older persons, many of whom are poor and poorly educated, with opportunities for self-discovery and personal growth by acquainting them, in Matthew Arnold's words, with "the best that has been known and said." To do so, the program uses the works of Frederick Douglass, Henry Thoreau, Emily Dickinson, Robert Frost, Dylan Thomas, James Baldwin, Theodore Roethke, Steinbeck, Fitzgerald, and the like. For persons who have trouble with the printed word, the material is provided on audio tapes. In hundreds of senior centers nationwide, older persons are enriched by reading or listening to the selections and discussing them with volunteer leaders. According to the NCOA, the response from senior centers is exceedingly enthusiastic; it has attracted more of the elderly to the centers and helped them to open up and talk about themselves.

Fortunately, there is unanimous agreement by all the parties in this polemic that curricular diversity is essential. All endorse the notion that wide variety in course offerings is one assurance of response from the aged who are attempting higher education for the first time, or for the first time in years. Clearly, within this diversity there is a need for experiences which are carefully designed to build the learning confidence and self-esteem of the new entrants.

Further Curricular Considerations.

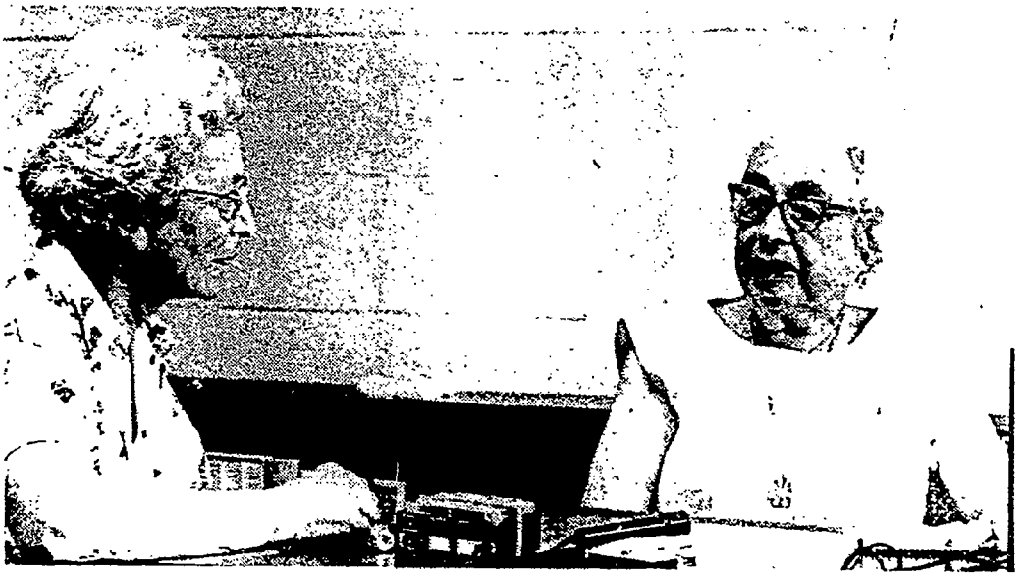
- The myth of re-entry into the labor market for the old-old (those 75 plus) should be squarely faced. Indeed, re-entry into the "normal" labor market is not easy even for the young old, the 55- to 75-age group. Therefore, students who want occupational training for second careers or increased income might well be guided to skills that offer the alternative of self-employment—small engine repair, motel management, carpentry, home maintenance, and so on.

- To develop a new sensibility in the young, life cycle education should be included in their curricula. This involves the psychological, personal, familial, occupational, and other tasks related to specific processes and stages of life. As Robert Butler, director of the National Institute on Aging, puts it: "We need to understand . . . the various rites of passage which come along—sex, marital choice, early marriage, parenthood, and how to handle disability, illness, and finally death."[15]

- All geriatric and gerontological specialists agree that sexual experience knows no calendrical date of expiration. Hence, college courses for the old should include sex education ("... even sex training films using older people as actors, as in the paraplegic sex training films," says psychotherapist Myrna Lewis).

- Finally, there are those who hold that old age is a distinct stage in the life cycle and not simply an extension of adulthood. Therefore, the reasoning goes, the curriculum must be keyed to the developmental tasks and needs of that stage. Whatever the arguments re stage versus continuum, there is no doubt that older students can benefit profoundly from intrasubjective courses that are based on the recognition of what Robert Butler terms "the value of reminiscence," and which was basic to Alan Nevins' creation of Oral History at

BELOW: *Oral history, a means of life review and a way of preserving the past, is taped at an Elderhostel seminar.*



Columbia University. Old age, Butler remarks, "is a period when the old are not only taking stock of themselves as they review their lives, they are trying to think and feel through what they will do with time forward."

It is here that adequate and appropriate curricula may render a vital service that accords with the best in college and university tradition.

Curricula: Structure

The mode of many curricula to which the elderly are expected to respond is based on expectations that apply to younger students—another reason for the failure of some programs.

The dominant experience is that most older learners are not interested in tests, grades, credits, degrees, and the usual trappings of Academe. Unlike younger students, the presence of the aged in the classroom is purely voluntary, and motivations are usually centered in the present.

By the same token, most seniors are not interested in long-term commitments. They prefer courses that last roughly six to ten weeks rather than full semesters, and courses that can be taken independently from a sequence of offerings.

Many older persons, especially those with old world backgrounds or little schooling, may regard "the professor" with awe. Others remember school as a place where teachers talk and students listen. Many feel unqualified to engage in "college work" and worry about poor memories, declining hearing or vision, or simply being "too old to learn."

Student governing council, College of Marin, Calif. Members, elected annually, meet monthly to run the affairs of their Emeritus College.

For these reasons, in their beginning forays into the classroom, many older students seem to behave passively. What is wanted is a classroom style based on a "community of learners"; older students want to relate to the teacher more as an equal among equals than as an authority figure. They want classroom situations that are participatory and interactive, where they can contribute from their own store of experience, and where their competencies will be acknowledged.

Listen to the Clients

"Plan programs *with* older students, rather than for them," is the message of many program directors. "Invite them to participate in needs assessments; put the emphasis on process."

The assumptions that planners generally make about the interests of older persons can be wrong. One illustration comes from Bakersfield College where it was found that uninitiated planners placed more emphasis on an interest in pre-retirement preparation than actually existed: "Except for some specialized areas such as investment planning, social security information, etc., there is little overt interest in pre-retirement programs on the part of the aging. The greatest support [for them] comes from large corporations and government offices."

That this may have been a purely local circumstance that cannot be generalized is beside the point. The same holds for this illustration from Edmonds Community College near Seattle, where the planning assumption was that, because older people had lower educational levels, they would be more interested in basic education. It was

found, in fact, that they accorded to basic education the lowest priority of their needs and selected instead such alternatives as small engine repair, furniture refinishing, hotel/motel management, Northwest Indians, photography, and other subjects that would prepare them to contribute services to others, either for salary or as volunteers. The point is that older adults should be involved in determining their own educational programs.

On the other hand, institutions will want to be careful that they do not abdicate their leadership roles. Joint program-planning involves more than merely asking the clients what they wish to study, as their response may be confined by the limits and expectations of their past experiences. Leadership involves, rather, opening to the clients new possibilities of how education can serve them, and even new conceptions of who they themselves might be.

One strategy for getting the clients involved in planning, where institutions serve local residents, is through the establishment of senior citizen advisory committees. Good sources for assembling them, initially, are the American Association of Retired Persons (AARP) and its related National Retired Teachers Association (NRTA);[16] The National Council of Senior Citizens; city or county commissions on aging; local senior centers, and the like. In institutions where the student body is drawn from broad geographic areas, older students should be included as representatives in student governing councils.

Teaching the Teachers

Many faculty members feel threatened by older students—though some professors assert, with surprise, that teaching classes of older

adults has turned out to be among their most exciting and rewarding experiences.

Thirty-three-year-old Rick Moody, with a doctorate in philosophy, after teaching low income senior citizens in the outreach programs of New York City Community College, became so caught up in the cause of education for older adults and in the philosophy of education for aging, that he went on to become administrator of the Brookdale Center on Aging of Hunter College (CUNY) and a most articulate advocate on behalf of the elderly.

Youngish Ira Goldenberg, who went straight from a Harvard professorship to the presidency of Franconia College in New Hampshire, shortly thereafter joined in teaching classes of older persons in Elderhostel summer sessions held at the college. The experience was so exhilarating that he persuaded the college it should have older adults on campus year round, not just in summer. Franconia, therefore, with a grant from the Fund for the Improvement of Post Secondary Education, reorganized its total curriculum into short, freestanding modular units to create multiple entry/exit points. That program, called the PIONEERS (Providing Intergenerational Opportunities for New Educational Experiences and Rural Service), accommodates older people who want to come at any time during the year, and brings to the college's regular students the benefits of cross-generational contact.

Unfortunately, in winter 1977-78, beset by problems unrelated to its new educational direction, Franconia was forced to close. But the innovative PIONEERS program and the commitment to providing educational access to elders was moved to neighboring New England College where they are currently alive and well.

If teachers become so enthusiastic about working with older people, perhaps it is because older people are such enthusiastic

students—"in contrast to 18-year-olds who can hardly get out of bed in the morning," note some of the faculty at Huron College, South Dakota, where there is a senior citizen center right on campus, many of whose 850 members are Huron students. Motivation among older persons can run high. Take 93-year-old Paul Hammersmith, a retired printer who enrolled in a course in Family Resource Management at the University of Wisconsin, so he could help the retired in his Florida winter community to live better. Or 100-year-old Joseph Schoenberger, a retired diamond setter who, after completing a course at New York City Community College called China Today, signed up for two simultaneous nine-week courses: Aging in Other Societies, and Current Issues: Watergate. Older students generally have been found to work harder, conduct research more critically, bring an intense interest to the classroom, and perform as well as their younger counterparts, sometimes outperforming them.

Nonetheless, while teachers usually wind up with much zest for working with older adults, initially many are insecure with them. Surprising numbers have had little contact with older generations and know little about the problems and prospects of late life. Some identify the elders with their own parents or grandparents and may transfer their own parent-child hangups. On the other hand, older students can be garrulous or difficult, with non-oriented teachers at a loss as to how to deal with them.

Orientation and/or in-service training is essential so that faculty can learn something about the elderly themselves, and about their greater need for classroom participation, warmth, patience, and informality.

Faculty selected for teaching older persons should be screened for their sensitivity and empathic qualities. This is especially important for classes that deal with the subject of aging; older people may not like being told by the young what it is like to be old.

Most important is that teachers be sympathetic to the philosophy of the program (especially programs involving no tests and grades) and that they learn not to underestimate life experience as a worthy qualification for the classroom.

A good in-service program, incidentally, can also be of value to the entire community as it may be possible to involve government personnel who deal with older persons, administrators of senior citizen centers or convalescent hospitals, case workers, nurses, and the like.

Students: The Intergenerational Mix

Dr. Ruth Glick attributes the origins of the academically respectable Institute at Case Western Reserve to her attempts to understand the student takeover at Columbia University in the mid-sixties. She cites an article by Diana Trilling in *Commentary Magazine* in which there is an account of an elderly couple in no way connected with the university, who happened to be crossing the campus at the height of the demonstration. Students are reported to have shouted at the couple, "Go home and die, you old people, go home and die." Ruth Glick's distress with this invective and her search for its meaning—did young people hate old people so much?—led her to the establishment of the now seven-year old, highly successful Institute. Its central concept was to open the doors of the university to qualified people regardless of age and "to get rid of the youth ghetto."

An axiom of the lifelong learning movement is that it is desirable to create an intergenerational mix on the campuses. This "will be as beneficial to the young as to the old," says Dr. Bernice Neugarten, "for if we are to help young people overcome their fears of growing old, they must be helped to understand the life-cycle and to understand

Ms. Leona Hollander with younger classmates in a Gerontology class at Ohio State University. She was among early registrants in the university's Program 60, which admits senior citizens without charge on a space available basis.

LEFT: *debating a point in a philosophy class at Fordham University's College at Sixty, New York City. The two-year program for older students prepares them to enter the university's Liberal Arts College.* BELOW, *age difference is transcended by common interest in the subject at hand, in this class at North Hennepin Community College, Minn.*

that older persons are, first, persons; and only second, that they happen to be old."

Neugarten's comments, made at a 1973 EFL/Minnesota workshop on the subject of campus housing for older adults, merit special attention. (For more on the workshop, see page 124.) Too often, in the discourse on lifelong learning and the intergenerational campus, the weight of argument is on the good it will do for the old. The good it can do for the young is lightly passed over. As this is a point with important implications for program planning, however, it demands further reflection.

The rejection heaped on the old, as summed up in the Columbia University story, is one of the most profound problems of old age. But it is no less a problem for the rest of us, for it reflects our own unconscious dread of aging and death. "Old people represent our shattered dreams, our limitations, and even the ultimate finality and exhaustion of all our ideals," writes Dr. Rick Moody. "We shun and fear old people because, symbolically, they represent our own fate."[17]

The potential virtue in classroom and campus settings where the young and old can fraternize is that the old can serve as positive models of aging. What they can give to the young are fresh images of old age: images of persons whose dreams are intact; who want to push on to better understanding of themselves, their fellows, and the meaning of life; who live with the losses of old age but indeed live with and even transcend them; who can be indefatigable activists on behalf of their beliefs; who contribute to others and yes, who even enjoy their late years.

In brief, what the old can give to the young is no less than the means for coming to terms with the fear of their own old age. When this prodigious gift to the young is combined with the benefits for older persons of being in contact with youth, it seems that the

choice of intergenerational programs would win hands down.

Unfortunately, however, this is not always the case. Given our cultural patterns of age prejudice, the assumption that the young and the old will live and learn together peaceably and profitably if they are just given the opportunity, does not always hold up.

The creation of options, therefore, is a must: programs where both old and young can select either separate age-peer groups, or integrated age groups, or can move about between the two.

Integration. The most thoroughly integrated program model is probably the one at Fairhaven College of Western Washington State

Students join each other without regard for age in the dining room at Fairhaven College, Western Washington State College, Bellingham, where meals are served cafeteria style.

University, where older adults live in a converted dormitory and share fully in the academic and social life of the college. (For more on this, see page 116). Such full-scale residential models are still few and far between. But integration can and does take place at other levels, in various places throughout the country where older and younger learners attend the same classes and rub shoulders as they move about the campus.

Consciousness-raising and sensitizing activities for both old and young are a wise preparation for intergenerational experiences. They can help to assure that the purposes of such programs are fulfilled.

Segregation. At the opposite pole from the highly integrated Fairhaven model are the retired persons institutes and emeritus colleges where older people, preferring their own comradery, are organized in same-age enclaves. As a counterpoint to the segregated nature of these tight peer groups, some places—the New School's Institute for Retired Persons, among others—require that older students must take at least one course outside their own group in the other classes of the institution.

At Emeritus College of the College of Marin near San Francisco, students prefer school in the company of their age peers.

Bridge Programs. Finally, there is the creative model offered by Fordham University's College at Sixty, designed to ease students into academic life.This one deals with the subtle nuances of need for both student and institution, and both come out on top. It starts with students aged 50 and over who meet exclusively with each other in small, low-keyed, non-pressured classes. There they gain self-confidence. When they complete the two years worth of courses that are offered (humanities and sciences), by which time they are at ease in the academic setting, they may enter and matriculate in Fordham's Liberal Arts College without further requirements. Though students who complete the College at Sixty's program often request that additional courses be added so they can stay on there, Fordham insists that if they wish to continue their studies they must do so in the Liberal Arts College. Tuition is $77 per credit, with tuition assistance available.

(For further information on these organizational models, especially with reference to their financial structures, see page 128.)

The Elderly, A Potent Resource

Talents and skills are not extinguished by advancing years. Knowing this, and acting on it, has accrued to the benefit of wise institutions, not to speak of the benefits for older persons themselves and for society in general.

The Hastings College of Law in California caught on to that about the time of World War II when good young law school teachers became scarce. Hastings shrewdly began to seek out professors who were being mandatorily retired from other law schools, and has been doing so ever since. Almost one third of its faculty consists of such "retirees." They include some of the foremost legal scholars in the

Fencing coach, aged 69, demonstrates technique to students at Hunter College, City University of New York.

nation and have helped Hastings establish its reputation as one of our most distinguished law schools.

In addition to teaching the young, "retirees" are valuable at counseling them. At Huron College, members of the on-campus senior center draw on their own past careers in the professions, business, and the arts, to advise young people starting on their own careers. At La Verne College in southern California, residents of a neighboring housing complex for the elderly are signed up in a talent bank to serve as mentors or resource persons for La Verne students pursuing off-campus independent study programs. Their expertise roams across such fields as astronomy, euthanasia, motion picture publicity, paleontology, and noise control.

If the old are good at instructing the young, they are also good at instructing their peers. Such peer relationships, in fact, often generate a unique rapport. At the Fromm Institute for Lifelong Learning, for students 50 or over, the faculty are emeritus professors of psychology, philosophy, economics, English, and such, who find retirement as difficult as their students do. These professors want to use their skills, but not full time. This they do at Fromm, and are paid at standard rates.

In other places, peer teaching is voluntary. In many retired persons institutes, classes are conducted not by professional teachers but by the institute students themselves who serve as rotating group leaders.

Examples of how seasoned abilities can be put to good use are rife. At Garland County Community College, Hot Springs, Arkansas, older students taught by Ed Doulin, 70-year old instructor in ornamental horticulture, work with the housing authority and other city agencies to improve undecorated sites. At Schoolcraft College, Detroit, a steady corps of senior volunteers helps with statistical research, assists in the labs, and takes on clerical duties.

The elderly comprise a resource bank of ability, knowledge, and experience that, left untapped, is wantonly wasteful for everyone.

Counseling/Support Services

As with open admissions programs, there is a need for counseling and special services. When minority students entered the universities in large numbers, the lack of such services resulted in high dropout rates. For older students, several kinds of guidance are necessary:

- The kind that helps them decide what to study, as their aspirations might be clear but their knowledge of where to start is slim.
- The kind that helps them study, since those who have been away from the classroom for many years need to learn how to begin again.
- The kind that directs them to paid or unpaid work consistent with their energy and psychic strength.

Examples: At Fairleigh Dickinson University's Program for Older Persons, New Jersey, courses are provided in study skills and speed reading, and psychological testing is available. Dickinson also offers consciousness-raising groups as does Fordham University's College at Sixty, to cite but a few. These can be extremely effective in helping older persons. Some colleges, the College of Marin and Schoolcraft College, among others, provide jobs right on the premises. Aside from teaching/tutoring, many seniors are experienced in food preparation and serving, carpentry, groundskeeping, and other such skills needed on a campus.

Peer counseling services, as at Duke University's Center for Lifetime Learning, can be especially supportive as the counseling

staff is composed of persons who have themselves faced some of the problems on which they are consulted.

Information/Linkages

One important function of education activities for the elderly lies in the potential to serve as a link to community activities and services beyond the campus. Indeed, the campus must avoid being an island. It must do what it can to provide older students with information pertinent to their lives.

Most major cities now have a senior citizens "hot line:" a number to dial (often to the local area agency on aging) where an individual can obtain information about his or her legal rights, jobs, health, housing services, and so on. In a few cases—Kirkwood Community College in Cedar Rapids, Iowa, among others—the college itself has been designated as the local area agency and such information is available right on the campus.

In many situations, however, a more aggressive approach is needed to reach the people most in need of information, as they are the ones least likely to know how to get it.

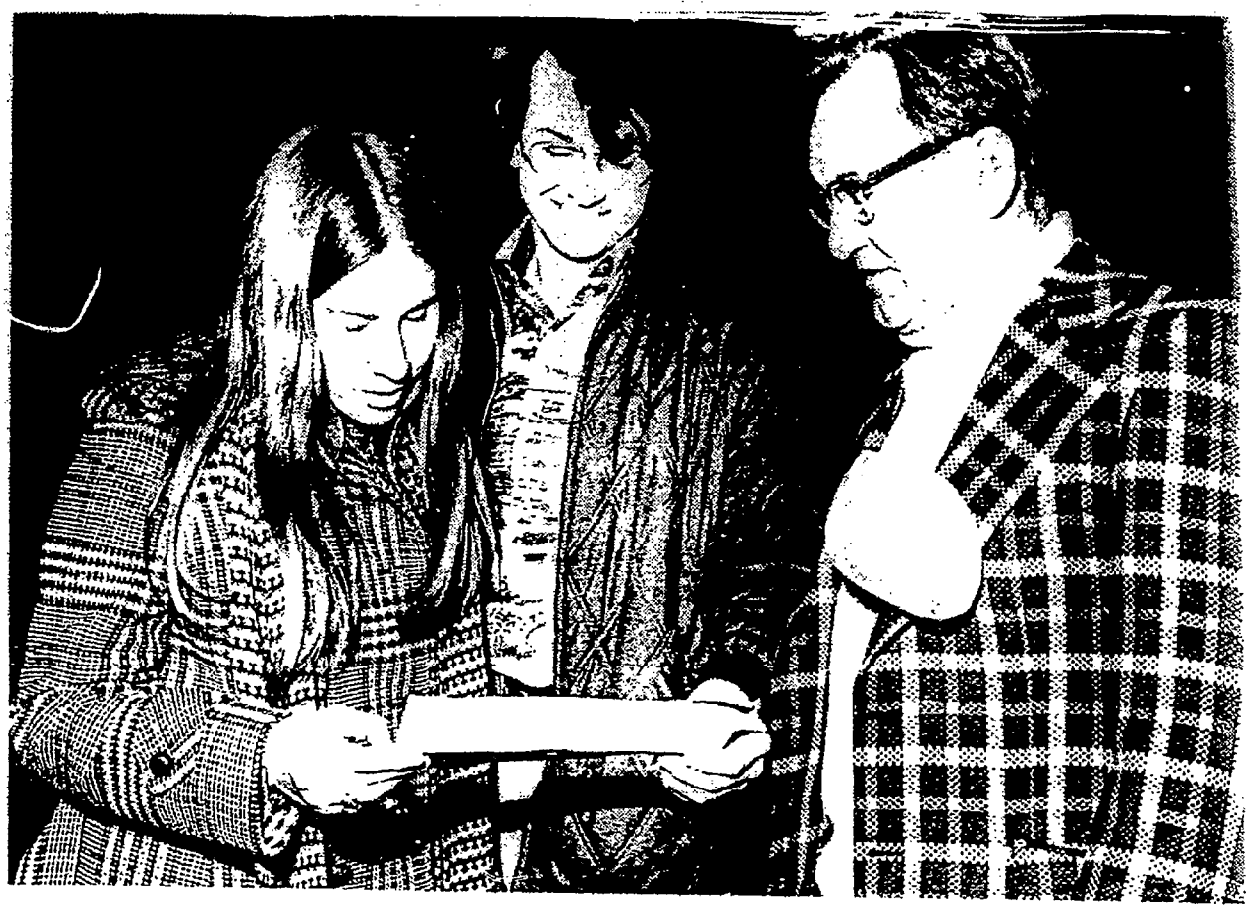
One exemplary approach to this—as well as to linking the separate abilities of social institutions so that the sum of their services is greater than the parts—is in practice at the Community College of Allegheny County. The college has consistently planned its educational programming in cooperation with social service agencies. In its "Late Start" program for disadvantaged older adults, for instance, the college provides the educational component and the social service agencies provide the outreach. Late Start's 10-week curriculum includes coping studies, advocacy and leadership development, information and referral, local history, and cultural/

RIGHT: *Reversing the usual order, older students at Ohio State University, Columbus, help younger ones make their way through the difficulties of registration.*

recreational subjects. The social service agencies obtain the students and the outreach sites and provide the lunches and the tracking capacity for meeting social service needs. A top priority is to find older persons with little interest in education and stimulate them to participate so they can find new meaning in their lives.

In other places, as at Fairleigh-Dickinson University, the office of the Educational Program for Older Persons also serves as an information and referral center. It publishes a newsletter, as does the University of Wisconsin's (Milwaukee) "Fifty-five and Over Club," the Emeritus College of the College of Marin in California, and any number of other colleges. The newsletters, usually produced by volunteers, includes news about local activities of interest to older persons, not just campus news and notes.

Getting out the newsletter is a student activity at Emeritus College, College of Marin, California.



Registration and Other Red Tape

Registration, a trying experience for all students, can be more so for older students. To avoid the confusion, not to speak of the long lines and other discomforts of echoing, crowded gyms, special enrollment procedures should be arranged.

Solutions are easy: enrollment can be arranged by mail or telephone, at the program director's office, or at outreach centers, depending on the nature of the program. Application forms should be simplified, with larger type for easy reading and more space for answering questions; inappropriate questions such as parents' income, obviously should be removed. Where applicants must request a professor's permission to audit a course, the professor's office location, phone number, and hours should be readily available.

The point, of course, is to cut down bureaucratic red tape. While older people often have more patience for such things than do the young, conforming to mass institutional procedures that dissipate energy or weaken resolve can be counterproductive.

Managing The Environment

Most organizations try to adjust old people to the system, and we want none of that. The system is what needs changing.

MAGGIE KUHN,
Gray Panthers

No Investment Needed, Just Sensitive Management

For many older persons, venturing into education may take a kind of courage. To begin with, it is an attempt to sustain and enhance one's personal growth. That alone is an act of courage since it flies in the face of cultural conditioning which holds that late life is a time of no-growth.

In addition, for most older people the campus is alien terrain. It takes courage to face the difficulties of penetrating an unfamiliar institutional setting; to deal with the uncertainties of where things are and how they work; to deal with the feeling that perhaps one does not really belong, or that one cannot keep pace physically or intellectually. It is not easy to take the first step toward conversation with a student 40 years one's junior, or to join a table of young people in a noisy dining commons when one suffers from a hearing deficiency.

These and a host of similar tensions and concerns can be reduced or eliminated through sensitive management of the campus environment. Institutions that seek to accommodate older students will want to provide for these and other environmental needs, just as they do for young students.

Portions of this chapter were provided by Louis E. Gelwicks, AIA, president, Gerontological Planning Associates.

Research into the user needs of older people in educational settings is virtually nonexistent, however, as their presence on the campus in significant numbers is such a recent phenomenon. The absence of such knowledge is a void that waits to be filled.

But in the meantime, the broad body of knowledge on the interrelationship between human behavior and environment, and specific knowledge drawn from research on the needs of the aging in other settings, can provide planners with principles and guidelines that can be applied to the campus.

Fortunately, applications of these principles require virtually no capital expenditure. The environmental adjustments required to make campuses responsive to the needs of older persons tend to fall in the realm of environmental management. Rather than investment in facilities, what these adjustments involve is sensitivity to the issues and an adaptation of existing resources and operational style to meet changing needs—a process which in any event is an ongoing part of institutional business.

Beyond the Physical Barriers

The environmental adjustments to be discussed here, which can be achieved at little or no cost, are separate and apart from the removal of physical barriers that on some campuses indeed may be expensive. But the removal of such barriers is a matter that institutions will have to reckon with regardless of whether or not they are planning to accommodate the elderly. Since 1968 the law has required that all new and renovated buildings be architecturally accessible to handicapped persons. The concept of accessibility was extended with the Rehabilitation Act of 1973 which mandated that all institutions receiving federal assistance must provide equal access to programs,

as well as to facilities. These laws more often than not were ignored, but enforcement regulations signed by the Secretary of HEW in April, 1977, now make compliance a must. While most older persons coming to campuses are not in fact physically handicapped, such legislation no doubt will facilitate their mobility.

Again, however, in a sense the matter is irrelevant. For whether older persons are present or not, colleges and universities will have to spend what is necessary to make at least some portion of their facilities and grounds barrier-free to insure access to programs.

It is not the intent of this report to identify and deal with the physical features that may be barriers to accessibility. There is a wealth of research, literature, and standards pertaining to that subject for all kinds of environments.[18]

However, there are elements in the campus environment that normally are not considered to be potential barriers for the younger student, but are for the older person. Some of these potential barriers are aggravated by psychological factors. A general overview of those elements is offered here in order to develop a more appropriate frame of reference for managing the environment to make it suitable for older students.

Matching Places to People

The older student body will be a far more heterogeneous group than undergraduate and graduate students of traditional age. Their ages may span across 30 or 40 years. The college must consider that it will be dealing with two to three generations in this population and each generation will bring different expectations and levels of need. To provide a physical environment that is supportive but not excessively so, is the challenge.

People have a remarkable ability to adapt themselves to unfavorable environments. As a result they are too often required to do so. In the past, students were expected to adapt to the environment they found on the campus. As more has been learned in recent years about the impact of the environment on our well-being, however, we have tried to avoid placing on the individual the burden of adapting to his surroundings. We have learned that one pays a price to adapt; the inappropriate environment exacts a cost in personal energy and resources.

Campus planners, therefore, should aim to sustain the individual; to fit the setting to the person, not the person to the setting. This may involve a delicate balance. If the need for support is greater than that which is provided, the individual may experience stress and a taxing of his adaptive ability. Alternatively, if the support exceeds the need, it may create tension and, in the end, undesirable dependency.

Older students ought not be treated as though they present problems of dependency, but simply as a distinct user population which, like other distinct user groups, requires special considerations or supports. In many instances these supports have proven to be of advantage to students of all ages, just as barrier-free design has been helpful in improving the usability of buildings for all people, not just those with physical limitations.

The Environment: A Chain of Many Links

The environment is a sum of many factors. It is a complex interdependency that includes the physical or built surroundings, the administrative and academic policies that shape their use, and the social and psychological perceptions of the milieu by the users.

In simpler terms, the campus environment is a chain with many

links. The significant factor is that for the older student each link may be vital. The chain must be continuous to produce its maximum effect.

When a younger student is confronted with a missing link he can ignore it, leap over it, rebel, avoid it, or adapt to it. The older student may be less able or willing to undertake these coping behaviors. The details of the small links can be most important. If the elevator jams, the young climb five flights of stairs. An older person waits and is late or misses class. If the food dispenser malfunctions, the younger student rushes off to the next building and the next sandwich machine. The older person may skip lunch.

It is the attention paid to the details that can make the difference between a successful experience and a stressful one.

As a result of overlooking an apparently significant detail, a ripple effect may be produced that can cause far-reaching failure. One well-known example is a rapid transit system on which millions of dollars were spent to redesign buses for the accommodation of older people, but the buses were never fully utilized because the company failed to put benches at the bus stops. Another example of the consequence of an overlooked detail, this one in an academic setting, are combination locks on the mailboxes of older students that they may be unable to read, reach, and operate. Combination locks may not be familiar from life experience. It may be embarrassing and humiliating to ask assistance from younger students rushing in and out of the mailroom, so the mailbox may go unopened and one access to information lost. Similarly, the juggling act necessitated by the cashier's stand in cafeteria lines is sometimes enough to discourage one from eating with fellow students, and an opportunity for social interaction and learning is lost. Unfortunately, such examples abound.

The point is that the environment is rarely neutral. It is either an

integrating force or a disintegrating force, and particularly so for populations that are vulnerable by virtue of very young or advanced age, or by virtue of physical or other limitations. What is to be avoided in the educational environment is that condition where the older student must spend more of his or her energies in defense against the environment than in using it in a positive way to satisfy personal objectives.

Environmental Competence

The ability of an individual to function within any environmental setting depends not only on his or her capabilities but also on the characteristics of that setting. The relationship between these elements determines the individual's environmental competence. This relationship becomes critical for the older person in an unfamiliar or transitional setting such as a college campus. For one to feel competent, and indeed to be so, the environment must provide psychological as well as physical supports.

It should be noted at the outset that all these supports must take into account the reduction in sensory capacity that generally comes with age. Because older people tend to see and hear less well than younger ones (tactile, olfactory, and taste sensitivities may also decline), they often do not receive the full value of environmental information. This in no way means that the quality of their performance cannot equal that of younger persons. The evidence indicates that indeed it can; that, in fact, though older persons process information more slowly, in the end they are often more thorough than their younger fellows. But it does mean that there is a need for greater reinforcement of the information transmitted—and unhurried circumstances in which to deal with it. As this is a matter

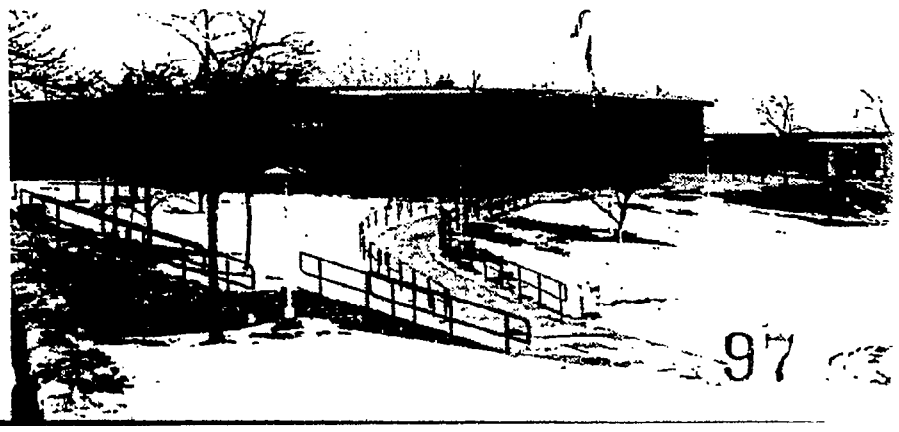
with implications for every aspect of the campus environment, it will crop up repeatedly in these pages.

Among numerous other factors that make for competence, two important ones are feelings of security and orientation.

Security. The security of being able to move about day or night without being accosted is of paramount concern to older persons who know they are singled out and very susceptible to crime of all types.

But personal security for seniors transcends the fear of mugging. Their sense of security is intensely bound to mobility—to their being able to get from one place to another, whether across a room or across a city. Reduced sensory acuity may result in reduced mobility, however, for full mobility depends on sensory perception and judgment as much as it does on the capacity for movement. With declining vision or hearing, slowed reaction time, locomotion difficulties, or the effects of medication, steps, curbs, and entrances into vehicles can become challenges. To move fast enough for revolving doors or escalators or to maintain stability in moving vehicles can be trying. Though most older people are not totally intimidated by these potential obstacles, the latter nevertheless can be a source of anxiety when they try to catch a bus, drive a car, move through crowds, or cross at a street light.

Poorly illuminated steps, polished marble floors, narrow steep



Ramps and handrails at Schoolcraft College, Detroit, keep buildings accessible.

stairwells, wobbly library stools, snow and ice, uneven walkways, and even unrestrained dogs may be of little concern to young persons but for the elderly they can create unease. Add to these the general fear of assault and robbery, and both the mobility and security of older persons on a campus may be seriously subverted.

Orientation. It is frustrating to be lost; sometimes it is one of our greatest fears. Scientific evidence suggests, in fact, that those biological organisms which can best predict the future also will be those with the highest rate of survival. There also is a sound basis for the premise that whereas the unpredictable may be a challenge to youth, uncertainty is a cause of anxiety among the elderly.

It is important, therefore, that the environmental cues—architectural details, directional graphics, information and support systems—help with an understanding of where one is in relation to the surround, with where to find what one is looking for, and how best to get from one place to another. For navigational ability, flexibility of behavior, and a sense of well-being, the spatial organization must be predictable.

Information

The process of obtaining essential information about institutional procedures favors those people who are most skilled in information seeking. This often calls for a certain amount of assertive or aggressive behavior. But many older users may not be comfortable engaging in this type of behavior. This may leave those who are most in need of it least likely to come in contact with the knowledge they need to help them negotiate the new environment.

Older students should be spared avoidable complications of either a bureaucratic or environmental nature so that their time and energy, of which they have smaller reserves than their younger counterparts, can be focused on the interests which have brought them to the campus.

Instead of burdening the student with the full task of ferreting out how things work and where to find the trails to them, that task should be assumed by the college.

The typical student handbook usually is inadequate. (The print may be too small, it is often helpful only to those who already possess substantial information, and the range of information it contains may be too parochial for the interests of older students.)

Therefore, a ready source should be available that renders answers to questions quick and easy to come by. Some colleges have devised effective strategies for this.

One approach is a buddy system which pairs a young campus-wise student with an older newcomer. For the first week or longer, the young student serves as an escort and guide, introducing his or her older partner to the procedural ins and outs of the campus. Sometimes these arrangements have flowered into sustained friendships. In some instances, the younger students are drawn from departments in which they are being prepared to work in gerontological fields, in which case the first-hand experience for the younger student may be of more than casual value.

In contrast, a peer approach is used at the University of Wisconsin/Madison. There, older students are selected to serve as ombudspersons. They act as hosts, troubleshooters, and general liaisons between the incoming older registrants and the administration.

Still another strategy is that typified by Florida Junior College at Jacksonville, which sponsors back-to-school orientation seminars.

The seminars spur motivational excitement in addition to providing information of a where-and-how-to nature.

Signs and Graphics. These obviously are important elements of an information system. In the case of older persons they are especially important because the reduction of sensory abilities, as already noted, may result in failure to receive the full value of other messages in the environment. Signs and graphics serve not only as primary sources of information, but as reinforcing sources as well.

Unfortunately, directional graphics are often messed up by "arty" qualities that make them unintelligible. These are of no use to students young or old, and facilities managers should be sure to avoid using them. Graphic systems must employ consistent cues with repetition of like signs and symbols. Color coding is extremely helpful, not only for building areas but also for special services. Maps in large print that utilize the color codes of the campus should be displayed in elevators, corridors, entrances, and kiosks about the campus.

The names of buildings should be visible at eye level, as should numbers and names on classroom doors. There should be large numbers on clocks and clear indication of floor numbers opposite elevator doors. Procedures should be explained in large simply worded posters outside the room in which they take place. Libraries, for example, can be particularly confusing and difficult to negotiate: reserve room regulations, stack locations, special exhibits and signout procedures should be clear enough for understanding before the student ends up in the wrong line.

This is true for all procedures in an unfamiliar setting, and especially for the many small chores of daily functioning—bill paying, ticket buying, appointment-making and the like, all of which can be facilitated through bold clear graphic instruction.

Sight, Sound, and Ambient Temperature

Lighting. The National Center of Health Statistics reports that by age 65 half of the population has a visual acuity of 20/70 or less. Inadequate lighting compounds the problem.

Conversely, good lighting can be very helpful. It can be employed to define boundaries or edges of areas; details which often are hard to distinguish by persons wearing bifocals or who have cataracts. It can accent a location, increase the discernability of fine details and directional signals, and reduce glare, all of which are significant for persons with aging vision decrements. Also of special concern are extreme contrasts in light and dark, as older persons typically suffer from slow eye acco modation when moving from a lighted to a dark area or vice versa (as for example, in going from an intensely lighted classroom to a dimly lighted corridor, or from indoor to outdoor space at night). When extreme light/dark transitions cannot be avoided, they can be mitigated with transitional lighting arrangements.

Clearly, lighting must be considered not merely in terms of more footcandles delivered at a task surface, but in terms of the total surround; indoor and outdoor, natural and artificial light, and color, all play a part.

Guidance in these matters—and especially on the role of color—is available from studies conducted by Leon Pastalan at the University of Michigan's Institute of Gerontology. (A Pastalan finding, for example: colors tend to be seen by many older persons as faded; cool colors such as green and blue appear to fade the most, red the least. And color relationships can make mischief for elderly eyes, as certain colors tend to blend into each other or appear to shift, dangerously obscuring the distinctions between floor levels, or stair risers and treads.)

Hearing. Approximately 30 percent of all older people suffer significant hearing losses and men experience greater loss than women. As age increases, the loss for high-pitched sounds tends to be considerable; for low-pitched sounds, it is slight.

Although vision is important to environmental adjustment, hearing seems to be more so. Carl Eiserdorfer of Duke University's Center for the Study of Aging and Human Development has studied the psychological effects of gradual hearing loss on elderly people. His findings indicate that a moderate impairment of vision, even when uncorrected, has less discernible effect on psychological functioning than comparable hearing impairment.

The ability to make an accurate judgment is impaired unless one recognizes auditory stimuli accurately and in sequence. The inability to locate and identify sounds (noises down the hall may sound like noises a few feet away) causes reactions ranging from annoyance to fright. Attempting to hear conversation clearly against background noise from airconditioning units, the chatter and clatter in the cafeteria and such, imposes strain and fatigue.

Baltimore Community College, Maryland, a heavy user of outreach sites, found the problems caused by hearing limitations to be so intrusive that it bought a portable sound amplification system which is taken to the satellite locations.

The science of acoustics is a complex technology, however, and amateur tinkering to make corrections may cause more harm than good. Each situation needs to be examined individually. Where there are acute problems, the institution would do well to consult an acoustics engineer who is not only well versed in his profession but is also aware of the special needs of the elderly.

It is extremely important that these sensory losses be taken into account if the learning environment is to be effective in communicating information to the older student. One approach that increases

Parents and grandparents study sign language in this class at Emeritus College, College of Marin, Calif., so they can communicate with their hearing-impaired children.

the chances of getting the message through is redundant cuing; that is, beaming the same message through more than one sensory mode. Teachers should give careful attention to the planning and presentation of subject matter in order, wherever possible, to use all the senses for receiving information. Audiovisual materials, models, demonstrations, and such are invaluable aids.

Some places have responded to the problem by offering courses in lip reading. At Edmonds Community College where the course is very popular, many students take it "for a friend" because they are unable to admit their own need. Edmonds also offers a training course in the subject so that the elderly can help others in the community. Emeritus College of Marin offers a course to help people with moderate hearing impairments understand their own hearing loss and the various avenues for dealing with it. It also encourages enrollment of normal hearing persons who want to understand the problems of those with impairments and to learn techniques for better communication with them.

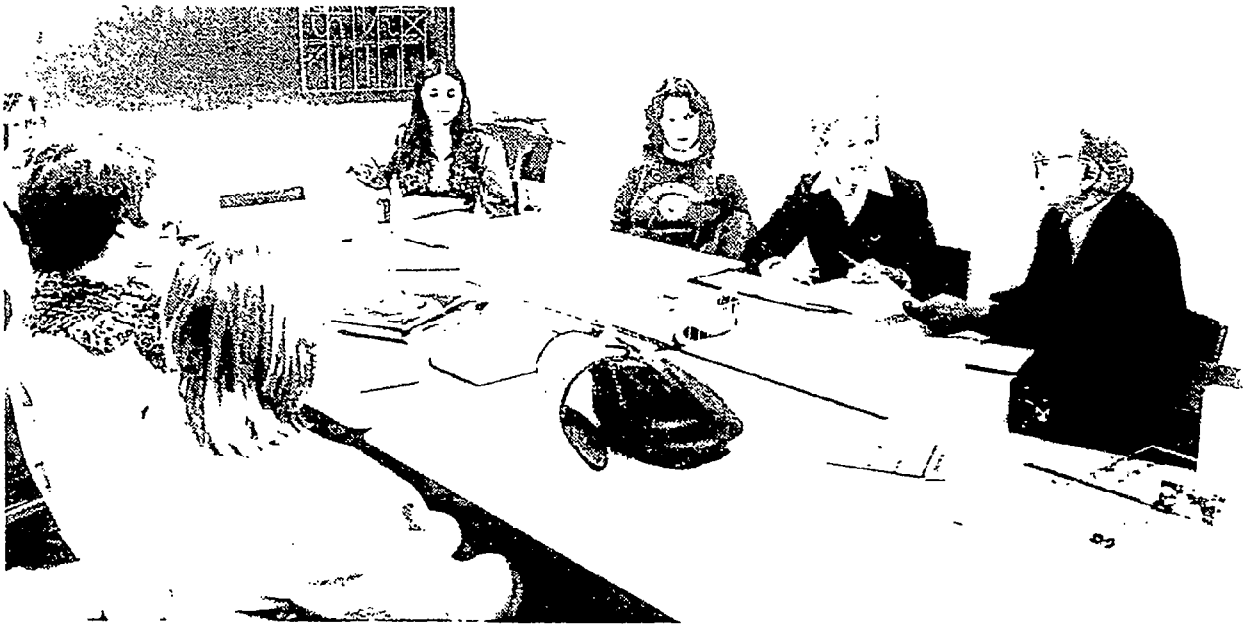
Thermal Comfort. Older people are less able or willing to withstand the discomfort of cold weather conditions. For this reason, winter-term registrations sometimes fall off in the harsher northern areas. And as with younger persons, excessive heat taxes energy. In particular, older people dislike drafts and sharp temperature shifts. The latter can be particularly bothersome when moving from one campus building to another: in cold climates, heavy outdoor clothing must be retrieved and donned for the short trips; in the sun belt, the move from airconditioned buildings into blazing sun or heat and back into airconditioned interiors is regarded, accurately or not, as a way to catch cold. Where climates or seasons are extreme, it is especially advisable to cluster related functions in adjacent spaces.

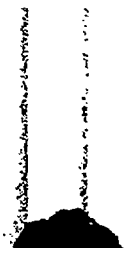
Note: Research with regard to environmental comfort levels for the elderly has been very meager. A recently initiated project at the University of Michigan/Wayne State University Institute of Gerontology will systematically investigate and test lighting, acoustic, and thermal comfort standards for the elderly. The project expects that a major outcome will be the identification of comfort levels that can serve as national standards for activities in a range of physical settings such as residences, senior centers and retirement facilities.

Seating and People Watching

Seating should be provided in strategic indoor and outdoor locations throughout the campus, so that older students can rest while crossing campus or waiting for transportation or friends. Well-placed seating also affords the opportunity to engage in people watching, a favorite pastime and a useful way to orient oneself to a new environment.

Seating in the right places is important, but will be used fully by





older students only if it is suitably designed. The details of furniture design for older persons are well documented[19] and need not be elaborated here. Suffice it to say that, at a minimum, benches should have backs and chairs should have arms.

Elderhostel's Martin Knowlton tells of strolling along a campus one balmy New England day in the company of Robert Frost. Seeing students sitting and lying on the grass, Frost observed, "My favorite place to sit is on the grass, but my favorite place to get up from is a chair."

Indeed, some program directors have noted that modern classrooms often tend to have low armless seats from which older people sometimes have a hard time getting up. (If this draws attention to the fact that one is beginning to have physical problems, it also can be embarrassing.)

Sandra Timmerman, former dean of the AARP's Extension Institutes of Lifelong Learning, who has assisted many colleges in conducting programs for elders, observes that shapes of older people seem to fit better in some lounge furniture than in typical classroom seats. In fact, she says, sessions in lounge spaces seem to work better than in classroom spaces.

Another good model is the seminar format, with people seated around a table.

Time

A pervasive factor affecting the entire spatial behavior of older persons is time. It is a most significant component of their daily experience and one that can vary greatly from that of younger students. Its implications for the conduct of programs and procedures touch many areas, of which the following are but a few:

Avoid Night Classes. The experience of virtually all programs is that older persons will not come to nighttime classes. Fear of crime; the discomfort or inconvenience of mass transit; for motorists, the visual strain of night driving; inclement weather—all these rank high among the reasons why older persons, most of whom are women, prefer being close to home at night. Another factor that argues for early-in-the-day scheduling is simply that energy levels wane as the day wears on.

Flex the Institutional Timetable. Individuals live by a more flexible time pattern than the highly structured time of an institution. To adapt to the rhythms and habits established over many years by older persons, institutions should be willing to adjust their timetables. This might involve details so simple as changing the hours a box office is open to assure availability of tickets to sports and cultural events, making tickets available in multiple places, and rescheduling the events themselves for greater convenience of time and place to older persons.

Transportation: Facilitate Getting There

All studies reveal that transportation is a critical need for older persons and a barrier to the availability of many services. It is a particularly acute problem in rural and suburban areas, but is also significant in cities that have neither good public transportation nor fare discounts.

For young students who may have to spend considerable time commuting to and from classes, the goals and rewards make a lengthy or taxing trip tolerable. For an older person, the time and energy required may outweigh the reward involved.

Colleges must recognize how hard it may be for older persons to reach the campus, and that it is unwise to leave the total responsibility to them. In response to this, some have acquired their own minibuses or jitneys, sometimes using Older Americans Act Title III funds to help them do so. There are numerous solutions (aside from outreach sites which will be discussed on p. 107) that can be replicated or adapted to local conditions.

- Dial-a-ride or dial-a-bus programs. These frequently are sponsored by the local area office on aging, senior centers, retirement homes, and such. In some systems, older persons are picked up at central points and delivered to the shopping center, the medical center, the campus, and similarly essential destinations. Other systems operate on a demand-response basis. Rural communities in the state of Iowa, for example, have a county-operated system called "SEATS" (State Elderly Area Transportation System) in which any older person may obtain door-to-door transport simply by phoning the county office 24 hours in advance. Initially funded as a pilot project under Title III, SEATS is now sustained by a combination of monies from that source, the state department of transportation, the county, and modest passenger fares.

- Some cities have rerouted bus lines for the convenience of the elderly. A nice case is the one at Edmonds Community College where older persons participated in a study of the transportation preferences and problems of senior citizens, serving as volunteer interviewers and survey counters. The "pay-off" was an agreement that the bus system would use senior centers and the college as bus route terminals.

- At the University of Nevada, Reno, transportation is furnished through "Elderport," the Nevada Students Transportation Service.

Elderport, organized in 1973 by the campus YWCA, provides "one-to-one basic needs" transportation through a program that coordinates the use of their own jitneys with city buses. Persons living within a 20-mile radius of Reno who need a ride call the campus Y. A bonus of the Elderport program, financed 75 percent by the state and 25 percent by local sources (the United Way of Reno and the YWCA), is that it provides part-time paying jobs for elderly as well as young student drivers.

- Municipal departments and community organizations that own and operate their own buses will sometimes cooperate in the transportation of elders; among them, parks and recreation departments, the Girl Scouts, and boards of education. (With regard to the latter, it is generally agreed that school buses are a last resort. There has been no advance in their design in decades; the first step is too high even for the children they are intended to serve, and the low-back seats are extremely uncomfortable for anything but very short distances.)

Clustering Functions. It is of little use to bring elders to the edge of a large campus if there is no internal transportation to assist them from that point. Buildings often are located at the top of a hill, and many campuses sprawl over acres. To get from class to class or from one building to another it may be necessary to traverse considerable distances. Among other considerations, this can inhibit students from taking back-to-back classes for fear they will be unable to arrive on time. Many campuses have found that frequently scheduled shuttle buses are one solution.

Better yet is to minimize the problem wherever possible, by clustering related functions. For efficiency and convenience on many counts, not only transportation, places where elders congregate

should be located close to the library, the cafeteria, the administration office, and the like. An absolute necessity and a key consideration in the location of any spaces for use by the elderly is that restrooms be nearby.

At Harvard, for example, the Institute for Learning in Retirement, which commenced operation in Spring 1977 with about 100 students, is clustered in Dudley House. Dudley, Harvard's house for nonresident undergraduates, also contains the continuing education offices, a library, and cafeteria.

Another example, Bucknell University's cross-generational program, is clustered within a residence hall for juniors and seniors that is located at the edge of the campus. The hall's public spaces, such as the lounges, meeting rooms, and dining facilities, provide an informal atmosphere for the mini-course classes, guest lectures, and social activities.

Parking. For those older persons who drive, distant parking may be more than merely inconvenient. In icy, wet, or windy weather, it can be hazardous. (1973 figures show that 54 percent of persons over age 65 owned their own cars.) Just as centrally located parking is currently reserved for the handicapped, some of the closer lots should be reserved for older students. This should be done by keying and coding rather than large signs proclaiming special spaces for the aged.

On very large campuses, especially older ones where complex or haphazard building layouts prevent close-in parking, elders should be advised to use those lots from which intracampus shuttle buses pick up passengers every few minutes. Small maps showing campus bus routes and stops can be distributed by bus drivers or mailed to registrants in advance.

Outreach Sites

Even where transportation poses no problems, the delivery of learning experiences to sites beyond the campus is essential if education is to be made widely accessible to older persons. This is especially true for the elderly poor who normally would not go to a college, and for those confined to nursing homes and other institutions.

Aside from these particular populations, however, continuing research in gerontology confirms that older people generally prefer to remain in their own areas and neighborhoods where over the years they have developed personal support systems of friends and relatives. (Notwithstanding the huge retirement communities in Florida and California that prove that those who are willing to move will move great distances.)

Thus, to satisfy the preference for locations that are familiar as well as convenient, local sites must be sought: senior centers, apartment complexes for the elderly, retirement homes, community centers, libraries, churches, nursing homes, and similar places where there is a high density of older people. Such facilities, which can be designated as sub-campuses, usually are available at no cost to the college.

Planners should be aware, however, that unfortunately there often are disadvantages associated with their use. Many such facilities are physically inadequate for certain kinds of instruction; that is, shop, art, and vocational ed classes, and studio and lab activities that need to be conducted in facilities where equipment is available and handily arranged. In addition, these places sometimes lack amenities and are environmentally unsuitable even for lecture/discussion classes. New York City Community College, for example,

Outreach. ABOVE, *English as a Second Language is taught to residents at Riverview Home for the Aged by instructor from the Community College of Allegheny County, Pittsburgh. The home is a college outreach site.* RIGHT, *graduating student at Jewish Home and Hospital for the Aged, N.Y., receives diploma from Lieut. Gov. Mary Ann Krupsak of New York State. The home is one of many off-campus locations—senior centers, housing complexes, libraries, and churches—served by New York City Community College's Institute of Study for Older Adults.*

whose Institute of Study for Older Adults holds its classes in outreach sites spread through the five boroughs of the city, reports being assigned to basement and even storage rooms where there are dripping pipes, damp cold, chalkboards hidden behind packing cases, and similar discomforts.

It is imperative, therefore, that potential sites be reviewed prior to selection. It should be ascertained that rooms are located on ground floors or near elevators, with restrooms near by, with adequate illumination, freedom from background noise, and thermal comfort, and that the spaces permit audiovisual presentations.

Still other disadvantages associated with the outreach sites are these: (1) Many of them are intensely age-segregated and are unlikely to entice younger students; (2) For many senior citizens, attending classes on a college campus carries with it an increase in self-esteem; and (3) Presence on a campus can provide exposure to concerts, theater, libraries, and sports events, opening such experiences to persons theretofore deprived of them.

Where programs are concentrated in outreach sites, some colleges try to compensate for the negatives by busing elders to the campus occasionally for teas, special lectures, or noontime concerts and such. Sometimes incentives such as student activity cards and free passes are used to entice them. In a number of places—the Minnesota Intergenerational Education Consortium, for one—the outreach experience has been found to serve ultimately as a pump primer for on-campus enrollments.

Outreach Alternatives: The Media

No discussion of outreach is complete without mentioning the communications media as an alternative means of delivering in-

struction. One of the most exciting developments in recent years is the mushrooming growth of nontraditional off-campus study programs: those that employ television, newspapers, radio, and correspondence to bring learning experiences to thousands of eager but by-passed learners who want education, but cannot or prefer not to deal with the constraint of regularly going to a campus. People of all ages take advantage of these course offerings, but the elderly may constitute an especially appropriate target audience.

In the recommendations on lifelong learning that were submitted to the President and the Congress in February 1978,[20] there is a discussion on different approaches to learning for elders. The report cites the example of over 20,000 older adults who signed up for a home-study course on drawing offered through the Institute of Lifetime Learning of the American Association of Retired Persons. "This suggests," says the report, "that independent home-based learning is a logical direction to explore for the older age groups. Yet, in our efforts to 'socialize' older persons, we have tended to overlook these options."

Whatever option may be best in individual situations, planners will want to keep informed about recent programs designed for the particular concerns of the elderly, for example:

"New Wrinkles on Aging," a series that looks at the different facets of aging.

"Experiences in Learning," a series of audiotapes to extend study of the humanities to older people, produced under a grant from the National Endowment on the Aging.

"Lifetime Magazine," a series produced by South Carolina ETV, that explores the problems confronting older Americans and offers information on how best to deal with them.

As yet, such programming is in its infancy but it is growing. The National Media Resource Center of the National Council on Aging is available for free consultation and assistance in the development of media curriculum materials related to the elderly.

Their Own Turf

People of all ages have a strong drive to identify with a group and a territory that is their own. At the same time, they may want to move out of their own group into broader social arenas for new stimuli and experiences. Through these forays into new territory they can renew who they are. They can relate to others in fresh ways or exercise facets of their personality that in long-established relationships become little used or repressed. They can try on new roles, and get a reinforced sense of self from the feedback of acquaintanceships in new situations. But then they may want to return to the group and the place where they have the greatest sense of belonging. There, in the company of their peers they may want to reflect on their outside encounters, take off their shoes and relax.

These urges to go back and forth, to advance and retreat, exist in all of us in greater or lesser degree, but among older persons they may be more intense. A good environment provides options that can satisfy the varying intensity of these needs.

In mixed programs where older students are not a discrete group and attend classes with everyone else, one solution is simply to provide a place—a room or lounge designated as their own.

Such a room would not be dissimilar from the clubrooms or lounges provided for students of traditional age, where those with like interests can gravitate to form their own nucleus within the

A place of their own. Rosewood Lounge, in the Memorial Union building at University of Wisconsin, Madison, serves as campus club room where older students can meet and relax between classes. Barbara Crossman, at RIGHT, *is an ombudsperson appointed to represent her fellow students.*

greater student community. Furnishings would include lounge seating, work surfaces, a coffee/tea pot, and a refrigerator if possible; also, bulletin boards and intracampus mailboxes for the exchange of information, facilities for storage and use of books and other materials, and a telephone for on-campus as well as off-campus communication. Intracampus calls conserve a great deal of physical energy, and mature students who retain responsibilities off campus may need to maintain contact for business or emergencies.

Where older students have chosen to attend classes and socialize primarily with their own age peers in retired persons institutes or emeritus colleges, other kinds of provisions are called for. For these groups, facilities may vary depending on the size of the enrollment and the facilities situation at the host institution. Fordham University's College at Sixty, for example, is contained chiefly on one floor of its 12-story Liberal Arts College. The Fromm Institute for Lifelong

Learning, at the University of San Francisco, conducts its program in relative self-containment within the university's student union where there are small meeting rooms, lounges and food services.

Martin Knowlton of Elderhostel, who shepherds thousands of older students through educational vacation programs where they live on campuses for short periods, reports that the older students are urged to use the game and recreation rooms in the student unions, but that these activities do not appeal to them except as spectators. Usually, they prefer to gather by themselves in a separate lounge.

In these peer group models, older students can follow their own age-specific interests at the same time that they are encouraged to become involved with students of other ages. Certain places and events are natural mixing places: dining rooms, guest lectures, and cultural events, among others.

Campus Residence Halls

On-campus residential arrangements probably have the highest potential for opportunities in which the different generations can interact and learn from each other. If some portion of existing residence hall space were utilized for housing older students, important benefits could accrue to all concerned; not only to students, but to faculty, administration, and the institution at large.

Unfortunately, however, typical dormitories are unsuited to house older persons for anything other than short periods: a week, a month, or a semester. To convert them into adequate housing for older residents in longer-term programs is more complex than meets the eye, and not to be undertaken lightly.

First, there is the fact that most dorms have been built with a view to cost rather than user needs. They tend to be minimal environ-

RIGHT TOP: *Personal possessions transform dormitory room at Westmar College, LeMars, Iowa, into homey living space for student Edna Ward.*
BOTTOM, *Westmar dormitory complex.*

ments. Gang bathrooms, inadequate storage, lack of privacy, acoustic transparency, aesthetic sterility and/or isolation from commercial areas are typical. These qualities—the very ones that make them unattractive living places for the young—are not likely to endear them to the not-so-young.[21]

(The latter point is relative, of course: it depends on where people are coming from. As Arthur Flemming, former U.S. Commissioner of the Administration on Aging, has noted, "Inadequate as some campus facilities might be, they are better than those in which many elderly must now live off-campus." Nonetheless, the living accommodations of most older persons are far superior in size and quality to that of the 18-year-old's college room. At the least, kitchens and private toilets are commonplace.)

Second, the majority of dorms are unequipped with the devices which, if not a necessity for all older people, are certainly beneficial for most; that is, railings, contrasting vibrant colors, nonskid floors, private baths, slow moving elevators and elevator doors, nonglare windows, and emergency alarm systems in each room. Remodeling to include such features can be expensive and requires expert analysis to be cost-effective.

Finally, there are considerations apart from facilities. If the elderly are not to be second class citizens in the academic community, the full range of support services provided for younger students must also be provided for them—counseling, social, recreational, and health services, among others. This involves an institutional and organizational commitment that surpasses the issue of physical facilities alone. Wise planning calls for a clear look at all these ramifications.

The few colleges that already have chosen to make the commitment, however, have found it institutionally advantageous and, in

RIGHT: *The Bridge, symbolic of a program designed to mix the generations in a living/learning environment. Fairhaven College, Western Washington State College, Bellingham, Wash.*

human terms, rewarding for all parties involved. A brief rundown of two such models is illustrative.

"The Bridge" at Fairhaven College is a project that comes by its name literally as well as metaphorically. To create a living/learning setting that would bridge the generations, Fairhaven converted into apartments for the elderly two residence halls that happened, coincidentally, to be connected by a second-story bridge. What had been housing for 104 single students was transformed into 22 one- and two-bedroom apartments, 16 guest apartments, and a day-care center on the ground floor. Remodeling costs were low ($33,000) because the buildings were originally designed for handicapped accessibility. An elevator to serve both buildings was the major item of expense. Fairhaven, a part of Western Washington State University in Bellingham, Washington, initiated the project with an HEW grant. The grant covered the costs of building conversion plus operating expenses for the first year.

The benefits of the project, now five years old, appear to be evenly spread.

BENEFITS FOR "THE BRIDGERS." The older residents, dubbed "Bridgers," are involved in both curricular and extracurricular activities. Though their living quarters are separately clustered, all their educational and cultural experiences are intergenerational. In class they are expected to act as both teachers and students. They are frequently called on for their insights, their eyewitness experiences to historical events, and their views on religion. (Nearly half of them have a BA degree or more.) In the arts and crafts studios that dot the campus, students and Bridgers swap skills in weaving, pottery, woodworking, and other crafts. Friendships between the generations are not uncommon: they go to church together, to the movies, for

drives in the countryside, they dine together. Activities are plentiful and whether to go to a poetry reading, a theater rehearsal, or a sports event can sometimes pose a difficult choice. In short, according to every assessment of the program thus far, the experience has brought to its older participants involvement, community, and opportunities to learn and to grow.

Indeed, as noted in a University of California evaluation, "Many Bridgers seem to find the venture even more than they had anticipated. One Bridger commented on the fact that the whole experience was so exciting for her that she had felt impelled to ask her doctor if it was all right to be so excited at her age. Her own feeling was that excitement is a good thing. Her doctor, however, advised her to calm down a bit. She is trying to follow her doctor's advice, but noted to me that if the excitement of this wonderful experience did cut down

LEFT TOP AND BOTTOM: *Courtyard at Fairhaven College. "Bridger" Embar Chadwell (center), together with younger schoolmate, helps care for the youngest members of the Fairhaven community. Day care center, housed on ground floor of the Bridge residence hall, enables all generations to enjoy extended family setting.*

RIGHT TOP. *Faculty, Bridgers, and young students together in small study groups, learn, unlearn, and relearn.*

BOTTOM, *sitting room of Bridger's apartment in renovated Bridgehouse.*

on her life span a year or two, it was well worth it since it was much better than being depressed and bored."

BENEFITS FOR THE COLLEGE. In 1973 when the program was launched, the FIPSE (Fund for the Improvement of Postsecondary Education) grant that got it going was usable in part to subsidize apartment rents, meal costs, and tuition. Gradually the subsidy diminished and none of those costs could be underwritten. Now, Bridgers pay for housing on a par with younger students: $190 per month for a two-bedroom apartment and $140 for one bedroom, without meals. Having to pay their own way has not discouraged Bridge students. The program has always been full up and there is a waiting list. When tuition could no longer be covered by the grant, the college itself managed for a while to carry the instructional expenses. But now, with the program alive, well, and there to stay, the state has agreed to regularly take over the costs for same.

Like other small colleges, Fairhaven, it is fair to say, had experienced a drop in younger student enrollments and faced financial hardship. An obvious expectation of the program was that the Bridgers would help to shore up the sag in new enrollments, but there has been a subtle, unexpected gain, as well: Their presence has helped to retain younger students.

"Every student I spoke with regarded the Bridge project as an asset to Fairhaven," notes an evaluator. "Several expressed themselves by saying, 'This is a normal community situation, rather than a university ghetto.' Two students said they had remained at Fairhaven rather than return to their original schools because of 'this community where all ages were represented.' Several indicated that they found the experience of the Bridgers very important in helping them understand today's society. As one said, 'Their experience was real, not just out of books.'"

Another Model: College-cum-Senior Center. Another configuration with potential advantages for all concerned is taking shape at Huron College. In the South Dakota farmland where Huron is located, the bumper stickers read, "the future is here in South Dakota." Demographically speaking, that is correct. Already in this rural region of the USA, one of every five persons is a senior citizen. Outmigration of the young is a major factor that has so hurriedly brought the future to the area, with potentially devastating effects on enrollments at the local colleges.

Huron College, however, a 100 year-old Presbyterian institution with an enrollment of about 400 has turned the problem to good account. Recognizing the new needs created by new demographic circumstances, it has responded by changing the definition of its role. Huron's new mission is to serve as a lifelong learning center. Accordingly, curricula are being adjusted so that every academic discipline is infused with a consciousness of the life cycles and of aging. All faculty are being trained in the fundamentals of gerontology. A major in senior services is being offered, as are age-mixed classes, career planning for a lifetime of occupational change, career counseling of the young by the old, intergenerational tutoring—in short, a complete new approach to curriculum, methods, and age mix of students. As they put it, their college is being "gerontologized."

Most relevant here, however, is an account of the physical facilities involved. The dramatic symbol of Huron's changeover is the recent move onto the campus of the 850-member Huron Area Senior Center. The Center's campus home is McDougall Hall, an underused dormitory building that was purchased from the college and renovated through the creative linking of federal, state, and local agencies and funds.

Renovations of the former dorm involved making it barrier-free

Moving day at Huron College, Huron, S.D. Students help carry furniture into McDougall Hall, former dormitory purchased and renovated to serve as on-campus quarters for the Huron Area Senior Center. The college's revamped lifelong learning curriculum will serve young and old alike.

and installing an elevator. The top two floors were converted into 22 apartments with a bathroom and kitchen in each, plus common laundry and community rooms. The first floor houses the spaces for all the services of a multipurpose senior center: offices, dining, lounge and conference rooms, a bus depot, and so on.

The financing arrangements are noteworthy. The building was purchased from the college at a price of $275,000, a figure below its appraised market value. Purchase funds were obtained from a HUD Community Development Block Grant. (Since only municipalities are eligible for block grants, the building was legally purchased by the city which in turn leases it to the senior center at a rental of $1.00 for ten years.) A $410,000 loan from the Farmers Home Administration covered the cost of the apartment alterations on the top two floors, while first floor renovations came out of monies from Title V of the Older Americans Act, which pays for senior center facilities.

How will the loan from the Farmers Home Administration be repaid? With rents from the apartments, which are for lower-income persons. The occupants will pay according to ability and the difference will be made up by the Section 8 Subsidized Rentals provisions of HUD. In all, a neat package.

As described by Dave Nichols, Huron's Assistant to the President

for Lifelong Learning, "It's a case of the college having its cake and eating it too. We sell the building technically, but the older people are on the campus proper and we can work together and all have the advantages of the intergenerational learning that goes with it."

Thus far, almost two-thirds of the 850 seniors have been involved in either short, specially geared courses or in regular semester courses. Grants from Title I of the Higher Education Act have helped finance the academic programs.

. . .

The two preceding examples, Huron and Fairhaven, are pioneers in acting on the concept of full-scale intergenerational living and learning. Both illustrate the benefits that can be derived therefrom. Both examples indicate, however, that dormitory conversions are one part of a larger program package and are recommended only as an integral part of that package. Residential conversions for older persons can be costly and there are few shortcuts. But once done, such housing also can stand as a visual symbol of an institution's commitment to older students, with strong appeal to alumni and donors.

Few colleges and universities are prepared as yet to make such full-scale commitments. But until they are, there is nothing to preclude them from successfully offering short-term programs and short-term housing in existing facilities. Hundreds of places already do. Among them are Bucknell University, Pennsylvania; Greensboro College, North Carolina; Westmar College, Iowa; University of Wisconsin at Whitewater; University of Oklahoma; Clemson University, South Carolina; and the many colleges in Elderhostel and similar vacation programs.

Here again, sensitive attention to some of the environmental details is important: Using only the lower floors, for example, to

avoid stairs; assigning couples to floors where there are both men's and women's toilets; providing bedlamps, and night-lights in toilets as older persons may sleep less and arise more often in the middle of the night, particularly in a new environment, and so on. Such remedies are simple but can make a significant difference in the experience of the older visitor.

Note: A few years ago many colleges and universities experienced an oversupply of dormitory facilities. This led some institutions and some states to consider dormitory conversion for the elderly housing market. Indeed, a few rushed into such projects which, by and large, have been less than satisfactory. The primary reasons for the nonsuccess were inexperience, inadequate planning, and a failure to fully understand the needs of the users. Just as greater interest and some expertise in dormitory conversions developed, the trend reversed. Universities eased in loco parentis regulations found restrictive by young students, the cost of off-campus housing soared, and students moved back to the campus. The picture for the future is not as bright. Once again, there will be many empty residence halls.

For that reason, we commend to the attention of readers the proceedings of a conference jointly sponsored in 1973 by EFL and the Minnesota State College System. The conference assembled leading gerontologists, educators and architects, plus HUD and AOA officials to probe the feasibility of utilizing college and university residence hall space for the elderly. The emphasis was on the physical characteristics and adaptability of the space for that purpose, as well as the social, political, philosophical, and medical implications. The proceedings were never published but copies are available from EFL. Write for *Proceedings: Conversion of Undergraduate Residence Halls*, price $10.

In Sum

The elderly are not a special group although they do have some special environmental needs. Those needs, in the end, are very much the needs of everyone else and most of them are already present in one form or another on the campus.

By the same token, the resources to meet those needs are also present on the campus in one form or another. The role of environmental management is to consider the relationships between the physical facilities, the social processes, and the particular needs of older students—and to deploy or adapt the existing resources accordingly.

For campus planners and environmental managers, change is the one constant factor. Tomorrow's students will be different from today's whether the campus is well planned or not. With effective planning and management, however, these changes come as less of a surprise, can be less disruptive, and reflect more directly the needs of the faculty, other staff, and students of whatever ages.

A final consideration is that advocacy planning is not the prerogative of youth. In recent years there has been an emphasis on people planning for themselves and determining the kinds of environments in which they wish to live. It is a process that makes for self growth and a better product. Given our budding awareness of the value in consulting older persons for their experience, insights, and understanding, paternalistic attitudes that exclude them from planning would be ironically inappropriate.

Financing Issues

Mr. Harry Gersh is 63 years old and . . . the oldest student ever to enroll as a freshman at Harvard. . . . He has found that being an older student has its advantages. "There are certain things I know in history because I lived through them." But there are also disadvantages. Mr. Gersh says that he occasionally gets absolutely lost in his astronomy class because he learned his math so long ago. . . . "I was worried about the astronomy test so I called my son in Annapolis to ask about things I wasn't getting. It cost me $10 but I did well. Mr. Gersh said that the only real obstacle he saw to graduating four years from now was raising the money for tuition. "My son had it much easier," he said. "He had a rich father."

THE NEW YORK TIMES, November 12, 1976

Are program costs typical, or are there special costs peculiar to serving older persons?

The answer depends, of course, on the nature of the program. Older people are not a single clientele; their participation in education activities ranges from being full-time degree-credit students to taking a single noncredit course per semester.

But one way of dealing with the question comes from Hubert S. Gibbs, dean of Boston University's Metropolitan College, which has about 4000 part-time students. "Start with the axiom that no part-time program loses money," he says.

The statement, which appears in a February 1977 *Business Week* article on the marketing strategies used to reach much-sought part-time clientele, continues: "Most part-time programs use school facilities at a low cost, draw on existing administrative personnel, and have few housing, food, library, or security costs. Some schools hire off-campus instructors at fees of $600 to $900 per semester course, but most are pressing their own underutilized faculty into additional teaching tasks."

In general, these observations apply to programs that involve the elderly, since the vast majority of older people are not and will not be full-time students. But beyond the characteristic of part-timeness, there are other characteristics in the various program models that are evolving that tend to keep the costs lower than standard. The most conspicuous is faculty costs.

Faculty Costs

Ordinarily, the biggest chunk of the education budget—as much as 80 percent—goes to pay for teachers, since education is a labor intensive process. But in a number of the instructional modes used with the elderly thus far, faculty costs are either zero or they are relatively inconsequential, for example:

No Paid Faculty. At places like the New School's Institute for Retired Persons, Harvard's Institute for Learning in Retirement, and Temple University, to name a few, there is no paid teaching staff. Knowing that talent abounds among the elderly, students function as leaders and learners alike. Student groups decide what it is they wish to study, select a leader from among themselves, and cooperatively determine the conduct of a course.

Paradoxically, this model combines institutional economy with good educational practice. Most older persons want an interactive and participatory classroom experience, not a lecture-led class. This format provides it. Moreover, it reduces the customary barrier between teacher and student which, for some older students, is of special psychological importance. Finally, in recognizing the

abilities and resources within older students themselves, it strengthens their confidence and self-image.

Adjuncts. Another common pattern is the use of adjunct faculty hired on an individual course basis, who are paid at a lower rate. Since adjuncts do not receive medical, sabbatical, and other fringe benefits, the institutional savings is significant. In some instances, as at Case Western Reserve's Institute for Retirement Studies, full professors from the regular departments of the university are used as adjuncts. They are paid $500 per course but some, who are among the most popular teachers in their own departments, are so enthusiastic about their experience with older students that they have indicated they would offer their services at no fee if necessary.

Space Available Admission. Still another pattern is the one in which older students are admitted to regular university classes on a space-available basis. In these circumstances there is no increase in teaching cost; on the contrary, the presence of additional students is presumed to increase the productivity of the professor teaching the course. Obviously, however, this is viable only if too many older applicants do not show up.

(Note: A number of states thus far have reduced or waived tuition for the elderly in public institutions. In most of the states, admission is conditional on space availability, the premise being that additional costs are thereby avoided. As noted throughout these pages, however, neither students nor institutions are well served by this arrangement. Where the colleges are not reimbursed for older students on the same basis as for any other students, they are burdened by the additional work, can neither plan nor provide appropriate services, and older students are shortchanged as a consequence.

Building In, Not On. In some institutions where admission is not contingent on space availability, an increase in faculty costs has been avoided by building a concern for the aging process into existing courses.

At Mankato State University in Minnesota, for example, the study of aging has been built into the courses of ten different departments; in the psychology department, the developmental aspects of aging; in the social sciences department, current issues in aging; in home economics, nutrition and health problems of the aged, and so on. Occasionally, the university invites an outside agency, the parks and recreation department, for example, to build a course for the elderly and other interested students, in which case the course is paid for by the agency involved.

Beyond the benign financial aspects of this model, its obvious merit is that it helps to "gerontologize" the entire curriculum; to expose young students to gerontological issues and to foster an intergenerational mix in the classroom.

Facilities

Here too, there appear to be no special additional costs.

Under present enrollment conditions, facilities utilization by older students is likely to be a plus rather than a minus. As discussed earlier, older students tend to be daytime students, their activity rhythms more geared to the late morning, early afternoon hours. With fear of crime and transportation problems, they prefer to stay at home in the evening. This meshes nicely with the scheduling patterns on many campuses where large numbers of students work in the daytime and go to school early morning or late in the day, with

the result that classrooms stand idle in between. Nonetheless, these spaces must be heated, airconditioned, and cleaned, and the maintenance costs remain constant. Whatever revenue is produced through the occupancy of the older students, therefore, helps to pay for the plant maintenance during these otherwise fallow hours.

In that sense, classes held on campus may be more advantageous than those held at outreach locations. But where outreach locations are more appropriate, while they may not add revenue through actual occupancy, neither need they cost the institution anything since they are usually available free of charge at senior and community centers and such—though this situation may well change as fuel costs mount, making utilities a significant rather than a nominal factor in donated space.

Administration and Support Services

In general, these costs are not unlike those involved in other continuing education operations. In most cases to date, administrative staff requirements have been small. The program at Bakersfield Community College, which serves some 2000 older students, is run by one full-time administrator and a half time secretary under the supervision of the dean. Fordham's College at Sixty, with 150 students, has been operating with a director, assistant director, and secretary, all of them part time. And where older students are integrated into the regular courses of the college, as in the Mankato State model, a faculty member released half time serves as a coordinator to help "gerontologize" the various departments.

In sum, the observation of Dr. Charles Carlson, Director of the Aging Program at Bakersfield Community College, seems to tell the

story. "I know of no program serving the elderly that runs at greater cost than normal," he says, "or for that matter, even equal cost." Again, that is consistent with most continuing education programs.

Be that as it may, administrators cannot be sanguine about these apparently low costs, as they speak only for the nature of the programs and for the institutional context in which they have operated up to the present time. As these factors and their relationships to each other shift, so will the costs. Thus far, given a large enough base of traditional-age students, institutions have been able to carry the elderly and other adult programs as add-ons or as "overload"; but as the enrollment of traditional-age students erodes, so will any possible basis for overloads. The American Council on Education, expressing its concern about "space available" and other overload approaches that presumably eliminate or minimize any added costs for serving the elderly, has noted, with regard to facilities for example, that: "As most colleges and universities face increasingly dire budgetary situations, efforts are being made to utilize every possible square foot of classroom space. Many institutions have altered their daily schedules and annual calendars to achieve maximum use of available space. The goal of such efforts is to have no empty seats, much as hospitals now seek to have no empty beds. In both cases the current movement towards cost efficiency will result in elimination of the excesses of the more affluent past."[22]

Facilities use represents only one of the cost elements involved, but it is reflective of the larger, quintessential issue: that is, commitment to full and equal educational opportunity for the elderly rather than tokenism. To plan and create the appropriate curricula and to provide the range of support services that are preeminently necessary if this new venture is to work, will cost. Realism dictates that these factors be acknowledged.

Late Start class, Northampton County Area Community College, Bethlehem, Pa.

Who Pays?

The majority of older people cannot afford to pay the full costs of education. Food, housing, and health care have first claim on their limited, usually fixed incomes, and inflation is a constant threat. Public financing, therefore, must become the instrument of first resort.

Nonetheless, income profiles of the elderly indicate that the financing that may be drawn from older persons themselves is not insignificant. Millions of these individuals enjoy sufficient retirement income to have stimulated the nationwide efflorescence of retirement investment in "leisure time" communities. Not only will many of them have the ability and the desire to pay their own way,

but within this upper income sector there is undoubtedly a core of the well-off who will wish to advance the cause of education for all older persons. The possibilities of gifts specifically addressed to this purpose are manifold, ranging from small contributions to the naming of education institutions as heirs. The possibilities of a gift program should not be overlooked by institutions wanting to establish strong ties to the elderly community.

Similarly, institutions ought not to overlook the revenue-producing potential of programs sponsored by the private sector for about-to-retire employees. Increasingly, colleges are contracting with banks, insurance companies, department stores, and the like to provide pre-retirement education. Pace University's Active Retirement Center in New York City is a typical model. In the past two years it has contracted with about 50 businesses, government agencies, and labor unions, to provide short courses that cover all the topics of pre-retirement planning at a fee of $200 per employee. For companies too small to go it alone, Pace combines them in groups. It also tailors course content and develops materials for companies that wish to equip their own personnel to run in-house programs.

A further development, and it may be a straw in the wind, is the recent announcement of IBM that it will reimburse up to $2500 of tuition for any of its retiring employees who wish to develop new interests to replace their lifelong involvement with work.[22]

Not By Grants Alone. To be sure, the funds available through special public and private programs, endowment income of private institutions, and foundation grants will continue to be of help; most especially, in many instances, for initiating the demonstration projects needed to make the case for public support.

But if higher education is to implement the concept of lifelong

learning and serve large numbers of older persons as a standard, integral function of its operations, sustained rather than sporadic or ephemeral support must come from state and/or federal sources.

To achieve this will require countering the fairly common view that, while it is justifiable for society to subsidize post-secondary education for the young, adults should pay their own way. The premise, of course, is that the benefits of late-in-life education accrue to the individual rather than society—since, presumably, the elderly are no longer producers and do not contribute to the public good.

Aside from the facts that disprove this, or the moral arguments that might be made against it (among which, incidentally, is that older people have paid all their lives for public education) there is a persuasive cost-accounting response.

Campus Versus Nursing Home. In education, it is impossible to separate individual from social benefit. There is evidence that older persons who keep mentally active have fewer health problems, are less dependent, and are generally more pleased with their lives than persons who are not so stimulated. Every education program that serves older people can cite examples of persons whose lives have been transformed as a result of their participation. What is needed is to demonstrate that, on a straight cost-benefit basis, education prevents health problems and is therefore less costly than maintaining the elderly in hospitals and nursing homes. Higher education could put its research talents to the task of verifying this hypothesis.

Sources of Support: Present/Future. In the quest for funding, every current student aid program should be closely examined—including the Basic Educational Opportunity Grants (BEOG) program which could be a major source of aid for elderly persons with low incomes;

could be, except that it has the same catch that is contained in almost all the student aid programs: It is restricted to students who are engaged at least half time in working toward a degree—and as repeatedly stressed here, most older persons are not interested in credits or degrees. The point, however, is that all current student aid programs should be examined to see how they can be used to advantage, and notably in light of the Age Discrimination Act of 1975 which, when implemented in 1979, will make it illegal to withhold financial assistance to students on account of age.

Aside from the aid-to-student programs, there are numerous federal and some state programs that make grants directly to institutions for the support of adult education. The Institute for Educational Leadership in Washington has a listing of 275 such programs,[24] and a compilation by the National Advisory Council on Extension and Continuing Education lists over 350. Though most of these do not apply to the elderly, there are enough to be worth pursuing. Listed below are programs that "have been, are being, or could be tapped by higher education for educational projects associated with the aging":[25]

ACTION
Adult Education Act
Economic Opportunity Act
HEW, Fund for the Improvement of Postsecondary Education
Higher Education Act of 1965, Title One
Library Services and Construction Act, and the National Commission on Libraries and Information Science Act
National Endowment for the Humanities
National Endowment for the Arts
National Institutes of Health and Mental Health
National Science Foundation

Older Americans Act, several titles
State agencies financed by federal funds under approved plans, as in coordination of programs for aging in seven Iowa and ten Nevada counties (Kirkwood Community College, Iowa and University of Nevada)

One example suggestive of the "hidden monies" embedded in projects not primarily concerned with the education of older adults per se, but with related aspects of lifelong learning, is Title IV of the Older Americans Act. Title IV provides support for the training of students who wish to take up careers in gerontology and for in-service upgrading of professionals already in the field. The order of institutional opportunity in this area is indicated by a *New York Times* story in June, 1977 entitled, "Gerontology is Still a Very Young Science." Reporting on a probe into the need for trained practitioners in this field, the report cites the finding that over the next ten years there will be a need for some 30,000 specialists. These career training programs are currently being funded at a level of over $14 million annually.

Coming Up. A number of new funding programs will be coming up in the future.

Among these, as detailed in the first chapter of this report, is Part B, Title I of the Education Amendments of 1976—the "Lifelong Learning Act." Congressional actions on this should be closely followed to insure that colleges and universities benefit optimally from them.

Coming up, in addition, will be entitlement and voucher programs. These too, call for institutional attention. One of the issues in the financing of all postsecondary education is the mix between support to institutions and support to students. Quite naturally,

colleges and universities prefer to be the direct recipients of general or enrollment-based subsidies. The flow of federal support through the student route in recent years has been accepted in the higher education community not out of enthusiasm for the inherent merits of that approach, but as a political necessity. However, college and university officers would do well to reexamine the matter, both with regard to their own interests as well as those of the older students.

The idea of educational entitlements for the elderly is not new. In 1972 in hearings before the House Committee on Education and Labor, they were spoken of in terms of a "G.I. Bill for the Aging." And, of course, the G.I. Bill was a major educational entitlement that is universally agreed to have been of great social benefit. In essence, a voucher or entitlement approach for older persons could have these features:

Every individual on Social Security would have an annual educational entitlement of a certain number of dollars. This could be used to pay for any education expenditures—tuition, counseling, education materials, and perhaps limited support services such as transportation. Perhaps a certain portion of the entitlement might be used for cultural activities—theater, concerts, and the like. Entitlements could be in the form of a credit to be drawn on like a checking system, or recipients could receive a voucher which would be turned over to the provider of their choice. Primary arguments for the entitlement approach are these:

- Entitlements put key decisions in the hands of the older individual as to what educational activity will be undertaken, when, and from what provider. They preserve the role of the individual as a responsible adult and help to maintain a sense of independence at a time when many elderly persons may feel that they are becoming increasingly dependent on others.

- They help to increase equality of opportunity among the aged. Persons with means now get the education they want. Entitlements would assure that all individuals would have access to educational opportunity.
- An entitlement approach means that providers must find out what the prospective students want and provide it in ways that will attract and hold them. This contrasts with institutional subsidies and special grants where the persons to be pleased are legislators or funding agencies rather than the recipients of the services.

Another major current approach to entitlements is the tax credit. Among the various tax credit alternatives under discussion, the provisions that would be most beneficial are those that would reimburse the difference to the taxpayer who pays more tuition than his or her tax liability, that would apply to part-time as well as full-time students, and to non-credit as well as credit enrollees.

For the poor, tax credits are irrelevant and straightforward subsidies would still be necessary. For middle and upper income individuals, tax credits either would reduce the financial barriers or provide financial incentives.

Institutions should take note that under the tax credit or any other tuition reimbursable program, the student must put up the front money. For some, that is a barrier. Institutions, therefore, would wish to consider employing deferred tuition payments, loan programs, and/or arrangements with banks for small loans.[26]

Not the Only Game in Town

It cannot be said too often that the needs, group subcultures, and

educational aspirations of the elderly population are so diverse that no single type of institution can wholly serve the field. This is, and should be, a pluralistic and even, perhaps, competitive field. It has often been observed that the more educational opportunities there are in a community, the greater is the participation. What this signifies, in part, is that the multiple and diverse providers of education are not dividing up a limited market but are actually creating a larger market for each other.

This is one of the factors for higher education to consider as it decides whether to support public subsidies to adult students or to institutions. The latter may seem the more certain route to financial stability, but the politics of aid for education are likely to produce more monies if there are more institutions with a stake in the outcome, and if the beneficiaries of the service are themselves the advocates for the funding. The elderly, after all, are voters; they vote in higher proportions than do younger voters, and there are going to be more of them with every passing year. In short, the larger the numbers of the elderly who have funds available for their own education, the more likely it is that graying of the campus will be both educationally and economically sound.

At the same time, if the two and four year colleges are not the only game in town it follows that they will have to be on the *qui vive* to compete effectively. If older persons can get what they want from alternative providers of education who may be more in tune with what they want and need, and who provide it without the conditions and constraints that still too often are attached to academic offerings, as intelligent consumers they will go where they can get the most convenient or best buy—to the libraries, museums, trade unions, and other culture-oriented organizations that constitute a vast alternative educational operation. In 1972, for example, approx-

imately twice as many adults were educated by such sources as were being taught by the academic community.

An example close to home is that of North Hennepin Community College which started its program for seniors in 1972 and by 1974 had an enrollment of more than 1100 older persons in its courses. By 1976, however, its enrollment had dropped by 29 percent as other agencies—public schools, parks and recreation departments, nursing homes, and housing developments for the elderly with education directors on their staffs—began to offer adult education activities.

Don McGuire, North Hennepin's director of community services, notes that the services of these agencies do not necessarily duplicate the services of the college, but they do expand the variety of choices available and allow older people greater selectivity. "The enrollment drop-off might have been greater," says McGuire, "but having gotten into the field early, we have the respect of a core group who keep coming."

The advantages that colleges and universities can have in the competition will accrue from their reputation for the delivery of quality education, the superiority of their faculties, their potential for offering continuity of programming to any level that may be desired, and their track record in meeting educational challenge.

In sum, to return to the note on which this book began, higher education officers can be movers and shakers. They can generate support by mounting programs that capture our social imagination. What is needed is their commitment to the proposition that they themselves are proper and logical advocates for the education of everyone, from 18 to 85 and beyond. "After all," as Commissioner of Education Ernest Boyer says, "education is much too important to be left only to the young."

Notes

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3. New York State Association of Gerontological Educators (SAGE). Proceedings, 4th Annual Conference, October 12, 1976.

4. "New Age Bias Law to Have Major Impact on Campus". *College and University Business Officer,* NACUBO Vol. X, No. 7, Jan. 1977.

5. J. Myron Johnson. "Is 65+ Old?" *Social Policy,* November 1976.

6. Lawrence T. Smedley. "The Patterns of Early Retirement." April 1975. *AFL-CIO American Federationist*, Washington, D.C.

7. Adrianne Aron-Schear. "A Report on the Feasibility of a Program for Intergenerational Learning at the University of California, Santa Cruz." March 1975.

8. Bureau of the Census, *Population Characteristics: School Enrollments-Social and Economic Characteristics of Students: Series P-20, No. 286,* Oct. '74 issued Nov. 1975 and *No. 303,* Oct. '75, issued Dec. 1976. Also, American Association of State Colleges and Universities, *Case Studies: Patterns in Undergraduate Enrollment Growth Among State Colleges and Universities, 1969-1974.*

9. D. Barry Lumsden. "The Aging Adult Learner—A Truly Neglected Species." Paper presented at the Bicentennial Adult Education Conference, New York City, Nov. 20, 1976.

10. U.S. Dept. of Labor, Bureau of Employment Security, Manpower Administration, "Older Worker Adjustment to Labor Market Practices: An Analysis of Experiences in Seven Major Labor Markets," Washington, D.C., 1956.

11. Bernice L. Neugarten. "Age Groups in American Society and the Rise of the Young-Old." *The Annals of the American Academy,* September, 1974.

12. Fabian Linden. "The $200 Billion Middle-Aged Market." Reprinted from *Consumer Markets,* December 1972, sponsored by CBS. Copyright the Conference Board, 1972.

13. For further information contact Daniel Ferber, Chairman, Minnesota Intergenerational Education Consortium, 1568 Summit Avenue, St. Paul, Minn. 55105, and Dorothy Ferber, Director, Minnesota National Center for Intergenerational Education. Ferber, a prime mover in the concept of a "Minnesota Learning Society," was also an important figure in stimulating the Mondale Lifelong

Learning legislation which he helped to draft.

14. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Stock Number 5247-0012. (See Selected References)

15. Robert N. Butler. *Why Survive: Being Old in America*. Harper and Row, 1975.

16. The AARP/NRTA, in fact, has roots in the history of education for older people which reach back a decade and a half. It is the sponsor of the Institute of Lifetime Learning, an advisory service that works with educational institutions, organizations, and the older population to develop programs and services. Among its various activities it charters extension "institutes," most of which are cooperative ventures with colleges and universities offering short-term, non-graded courses in community locations. Its first programs, started in 1963, have grown into some 50 chartered extensions now in operation around the country. For further information, write to the Institute at 1909 K Street, NW., Washington, D.C. 20049.

17. H. R. Moody. "Philosophical Presuppositions of Education for Old Age," *Educational Gerontology: An International Quarterly, 1:1-16, 1976.*

18. Two principal publications in the field are *Barrier Free Design for the Elderly and Disabled,* produced by the All University Gerontology Center of Syracuse University, and *The American National Standard Specifications for Making Buildings and Facilities Accessible to and Usable by Physically Handicapped People*, produced by the American National Standards Institute. (See Selected References)

19. J. Koncelik. *Designing the Open Nursing Home*. Part IV, Design and Outfitting of Patient-Resident Accessible Spaces. Dowden Hutchinson & Ross, Inc. Stroudsburg, Pa. 1977.

20. Lifelong Learning Project. U.S. Department of Health, Education, and Welfare. Mary Berry, Assistant Secretary of Education. "Individuals, Learning Opportunities, and Public Policy: A Lifetime Learning Perspective." Feb. 1978.

21. For more on this, see Hedden, Linda. "Intergenerational Living: University Dormitories," *The Gerontologist*, Vol. 14, No. 4, August, 1974.

22. From the letter of Laura C. Ford, Assistant Staff Counsel, American Council on Education, to The Honorable Stephen J. Solarz, U.S. House of Representatives, August 24, 1977, setting forth the concerns of the ACE on H.R.3542, the "Senior Citizen Higher Education Opportunity" bill.

23. *Wall Street Journal*, January 21, 1977.

24. A very useful distillation of this list is contained in a background paper prepared for the HEW Lifelong Learning Project, entitled "The Older Adult and Federal Programs for Lifelong Learning," by Pamela Christoffel. It lists the names, descriptions and administering agencies of approximately 50 federal programs which provide some education or training activities in which older adults participate. The paper, of interest on other accounts as well, is unpublished but limited copies are available. Write to Pamela Christoffel, College Board, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

25. Fred Harvey Harrington. *The Future of Adult Education*. San Francisco: Jossey-Bass, 1977.

26 For more on the subject, see Norman D. Kurland, ed., *Entitlement Papers* (Washington: National Institute of Education, 1977) and Florence Levinsohn, Douglas Windham, Norman Kurland, eds., "Financing the Learning Society," *School Review*, 1978, University of Chicago Press, $4.00.

Selected References

Books, Periodicals, & Reports

Academy for Educational Development. *How to Plan a College Program for Older People* by John Scanlon. New York: Academy for Educational Development, 1978. A manual on how to plan, organize, and finance academic programs for older people. Appendices list selected colleges offering programs, courses being offered, and state agencies on aging.

Academy for Educational Development. *Never Too Old to Learn.* New York: Academy for Educational Development, 1974. An early study of opportunities for further education offered by postsecondary institutions. Contains anecdotal accounts of how older Americans are enjoying their retirement years by going back to school.

Academy for Educational Development. *Never Too Old to Teach* by Judith Murphy and Carol Florio. New York: Academy for Educational Development, 1978. Results of a survey to determine the extent to which older persons are being used as teachers. Describes a wide spectrum of programs where seniors are successfully involved in educational roles—not only in schools and colleges, but also in libraries, museums, recreation programs, volunteer organizations, etc. Aims to increase the number and variety of such opportunities.

All-University Gerontology Center and Center for Instructional Development. *Barrier-Free Design for the Elderly and the Disabled.* Syracuse University, Syracuse, New York, 1975. Four separate training modules for professionals and students in the design field. Part one, *Concept and Background,* includes definitions, concepts, historical background and a bibliography. Part two is an audiovisual presentation incorporating older people's observations about barriers in their environment. Part three is a programmed workbook. Part four provides evaluation problems.

American National Standards Institute (ANSI). *American National Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped.* New York: American National Standards Institute, 1961. (Revised 1971) Recommended standards for all buildings and facilities used by the public. Deals with non-ambulatory and semi-ambulatory disabilities, sight and hearing disabilities, motor disorders, and aging. (Currently being revised—from 6 pages to 100 pages.)

Bagger, Hope Sabin. *A Study Program for the Elderly.* Irvington-on-Hudson, New York: New York State Association of Gerontological Educators (SAGE), 1975. An interdisciplinary approach to a curriculum for the elderly developed by an activist member of the Gray Panthers. Includes syllabus and reading lists for eight courses plus general bibliography and resource aids.

Butler, Robert N. *Why Survive? Being Old in America.* New York: Harper & Row, 1975. An eloquent, impassioned, thoroughly documented analysis of the realities of old age, contains suggestions for public policy and concrete programs for essential change. Appendices list sources for literature, organizations, government programs and agencies, and other national organizations with programs in the field of aging. Extensive notes and bibliography. Pulitzer Prize winner.

Carlson, Charles R., project director. *New Education for New Students: A Senior Citizen Project.* Bakersfield College, Bakersfield, California, 1974. Final report of a demonstration project for direct educational services to senior adults. Discusses all aspects of program development. Bibliography. Filmography.

Comfort, Alex. *A Good Age.* Illustrated by Michael Leonard. New York: Crown Publishers, 1976. A popularization of facts and fictions with brief entries on various aspects of aging arranged in alphabetical order.

DeCrow, Roger. *New Learning for Older Americans: An Overview of National Effort.* Washington, D.C.: Adult Education Association of the U.S.A., 1975. Results of a study to discover the major agencies providing learning opportunities to older adults living in the community. Extensive annotated bibliography.

Gerontological Society. *Environments and Aging: Concepts and Issues.* Selected papers from the Housing and Environment Project of the Gerontological Society, 1971-1975. Working draft. Washington, D.C.: Gerontological Society, 1975. A draft publication containing project papers aimed at improving the physical environment of the elderly through the application of social, behavioral, and environmental research.

Hendrickson, Andrew, ed. *A Manual on Planning Educational Programs for Older Adults.* Florida State University, Tallahassee, 1975. A compendium of papers and documents presented at three Institutes on Education for Aging held at Florida State University, 1969, 1971, and 1972.

Korim, Andrew S. *Older Americans and Community Colleges: A Guide for Program Implementation.* Washington, D.C.: American Association of Community and Junior Colleges, 1974. Suggests strategies for community colleges seeking to implement programs. Appendices list degree programs in geriatrics and suggested outlines for teaching aspects of services for the aging.

Kurland, Norman, ed. *Entitlement Papers.* NIE Papers in Education and Work: Number Four. National Institute of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C., 1977. Examines the entitlement concept from a variety of perspectives related to the financing of lifelong learning. Includes a comprehensive bibliography.

Kurzband, Toby K., ed. *Life Long Learning.* Proceedings of the Fourth Annual Conference of the New York State Association of Gerontological Educators (SAGE). Irvington-on-Hudson, New York, 1976. Conference theme examined from many perspectives: issues, funding sources, needs of specialized populations, responsibility and accountability, etc.

Levinsohn, Florence, Douglas Windham and Norman Kurland (eds.). "Financing the Learning Society," *School Review,* Vol. 86, No. 3, May, 1978.

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McClusky, Howard Y. *Education: Background Issues.* 1971 White House Conference on Aging. Washington, D.C.: U.S. Government Printing Office. A background paper exploring principles for the shaping of curricula.

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Okes, Imogene E. *Participation in Adult Education, 1972: Final Report.* U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, 76-160. Washington, D.C.: U.S. Government Printing Office, 1976.

Sarvis, Robert E. *Educational Needs of the Elderly: Their Relationships to Educational Institutions.* Final Report. Lynwood, Washington: Edmonds Community College, March 1973. (mimeographed) Final report of a study designed to implement program planning in community colleges.

Social Policy. (New York). November/December 1976 issue devoted to "Older Persons: Unused Resources for Unmet Needs."

U.S. Department of Health, Education, and Welfare; National Institute of Education. *Community Colleges Respond to Elders: A Sourcebook for Program Development.* Washington, D.C.: U.S. Government Printing Office, 1975. Describes the educational needs of older adults and some of the programs in community colleges. Outlines appropriate core curriculums, with a model for program development. Lists state agencies and federal resources.

U.S. Department of Health, Education, and Welfare. *National Directory of Educational Programs in Gerontology,* 1st ed. Washington, D.C.: U.S. Government Printing Office, 1976. Prepared by the Association for Gerontology in Higher Education. Entries include educational opportunities, programs and services in degree,

non-degree, and continuing education programs; financial aid available; research and development projects; consortia or cooperative efforts; evening and/or part-time programs in gerontology.

U.S. Department of Health, Education, and Welfare. *Toward a National Policy on Aging.* Proceedings of the 1971 White House Conference on Aging: Final Report. Volume I: Background, Organization, Program. Volume II: Recommendations of the Sections and Special Concerns Sessions. Washington, D.C.: U.S. Government Printing Office, 1974.

Waddell, Fred E., ed. *The Elderly Consumer.* The Human Ecology Center, Antioch College, Columbia, Maryland, 1976. A compilation of research on the consumer attitudes, behavior, problems and needs of the elderly. Includes abstracts of related doctoral and masters theses, 1961-1974.

Agencies & Organizations

Administration on Aging (AOA), U.S. Department of Health, Education, and Welfare, 330 Independence Ave., S.W., Washington, D.C. 20201. The principal federal agency concerned with the needs and interests of older persons; responsible for carrying out programs of the Older Americans Act and for promoting coordination of federal resources available to meet the needs of older persons.

Adult Education Association, 810–18th Street, N.W., Washington, D.C. 20006. Membership organization of professionals, nonprofit institutions, and students. Founded in 1951, it is one of the earliest of existing groups established "to further the concept of education as a process continuing through life." Keeps in touch with proposed legislation, initiates legislative action, conducts studies, provides career information, maintains a referral service. Publishes *Adult Education*, a quarterly; *Adult Leadership*, books and pamphlets. Holds annual national convention. National, nonprofit,

American Association of Retired Persons/National Retired Teachers Association (AARP/NTRA), 1909 K. Street, N.W., Washington, D.C. 20049. The nation's largest organization of older persons, working or retired, with more than 12 million members aged 55 and over. Provides insurance, sponsors community service programs, aims to improve all aspects of life for older persons. Publishes *Modern Maturity, Dynamic Years*, and the *NRTA Journal*, all bi-monthlies, as well as newsletters and bulletins.

American Geriatrics Society, Inc., 10 Columbus Circle, New York, N.Y. 10019. Membership organization of medical practitioners in geriatrics. Provides continuing education for physicians through regional meetings and information dissemi-

nation. Publishes *Journal of the American Geriatrics Society*, a monthly, and a newsletter.

Association for Gerontology in Higher Education, 1835 K. Street, N.W., Suite 305, Washington, D.C. 20002. Membership organization of educational institutions with programs in gerontology. Concerned with manpower needs, education, and quality of training of workers for gerontology and aging-services fields. National, nonprofit.

Gerontological Society, 1835 K. Street, N.W., Suite 305, Washington, D.C. 20002. Membership organization of individual professionals—physicians, physiologists, biochemists, sociologists, and others concerned with scientific study of the aging process. Publishes *The Gerontologist*, a bi-monthly dealing with issues of policy, practice, and program developments in the social and health sciences; also, *The Journal of Gerontology*, a bi-monthly multidisciplinary journal of original research in aging (medical, behavioral, and social sciences.) Maintains an index of publications in gerontology. National, nonprofit.

Gray Panthers, 3700 Chestnut Street, Philadelphia, Pa. 19104. Consciousness-raising activist group of old and young people organized to combat ageism. Acts as a catalyst, advises, organizes local groups, and maintains an information and referral service; is setting up a high school and college curriculum for transgenerational education. Publishes *Gray Panthers Network*, a quarterly newsletter.

Institute of Lifetime Learning, 1909 K. Street, N.W., Washington, D.C. 20049. (See Note number 16 for description.)

National Association of Area Agencies on Aging, 1828 L. Street, N.W., Washington, D.C. 20036. Private nonprofit corporation representing 570 local area agencies across the country; purpose, to assist in the process of partnership and communication between the local agencies, the Congress, the federal Administration on Aging, state units on aging, and other interested groups; works to "promote a reasonable and realistic national policy on aging."

National Clearinghouse on Aging, U.S. Dept. of Health, Education, and Welfare, 400 Sixth Street, W.W., Washington, D.C. 20201. An arm of the federal Administration on Aging; serves as a clearinghouse for information and referral for and about the elderly; deals with medical, social, financial, housing, and related types of assistance.

National Council of Senior Citizens, 1511 K. Street, N.W., Washington, D.C. 20005. Comprises 3000 autonomous clubs, associations, councils, and other groups with combined membership of three million, to support improved services and increased benefits for the elderly. Publishes *Senior Citizen News*, a monthly, and a

newsletter. Nonprofit.

National Council on Aging, 1828 L. Street, N.W., Washington, D.C. 20036. Private nonprofit membership of individuals and organizations. Works with and through other organizations to develop concern for older people. Provides a national information and consultation center, conducts R&D programs on problems of the aging, sponsors conferences and workshops. Extensive publishing program which includes *Perspectives on Aging*, a bi-monthly, and *Current Literature on Aging*, a quarterly.

National Institute on Aging, National Institutes of Health, Building #31, Bethesda, Md. 20014. The newest of the eleven National Institutes of Health, it is dedicated to improving life for the aged through biomedical, social, and behavioral research. Its director is Dr. Robert N. Butler, author of 1975 Pulitzer prize winner, *Why Survive? Being Old in America*.

Gerontology Centers

Several universities have gerontology centers which conduct research in aging, train professionals, provide consultation, develop training programs, support multi-disciplinary efforts in aging, and publish materials. Notable centers include:

The Center for the Study of Aging and Human Development, Duke University Medical Center, Box 3003, Durham, N.C. 27710.

Ethel Percy Andrus Gerontology Center, University of Southern California, 3715 McClintock Avenue, Los Angeles, Calif. 90007.

Institute of Gerontology, University of Michigan, 520 E. Liberty Street, Ann Arbor, Mich. 48109.

Nonprint Resources

About Aging: A Catalog of Films. Publications Office, Andrus Gerontology Center, University of Southern California, 3715 McClintock Avenue, Los Angeles, Calif. 90007. Covers wide range of categories. Annotated.

Aging. A Filmography by Judith Trojan. 1974. Educational Film Library Association, 43 West 61st Street, New York, N.Y. 10023. Critical evaluations of over 100 films. Includes selected feature films. Subject index. List of distributors.

Print and Audiovisual Resources. 1977. Institute of Gerontology, University of Michigan, Ann Arbor, Mich. 48104. Formats listed include books, slides, audiotapes, videotapes, simulation games, films, and occasional papers.

Index

Publications

PUBLICATIONS

The following publications are available from EFL, 850 Third Avenue, New York, N.Y. 10022.

An Approach to the Design of the Luminous Environment A fully illustrated technical report based on research to lower lighting levels in buildings without affecting lighting performance. Published by the New York State Construction Fund. Available from EFL. (1976) $8.00

Arts and the Handicapped: An Issue of Access Gives over 150 examples of how arts programs and facilities have been made accessible to the handicapped. A great variety of programs are included, from tactile museums to halls for performing arts, for all types of handicaps. Special emphasis on the law, the arts, and the handicapped. (1975) $4.00

The Arts in Found Places An extensive review of where and how the arts are finding homes in recycled buildings, and in the process often upgrade urban centers and neighborhoods. Over 200 examples, with special emphasis on "do's and don'ts." (1976) $7.00

Career Education Facilities A programming guide for shared facilities that make one set of spaces or equipment serve several purposes. (1973) $2.00

Communications Technologies in Higher Education Twenty-two profiles that were distributed during 1975-76 in Planning for Higher Education update most of what has happened in this field during the last decade. Available from Communications Press, Inc., 1346 Connecticut Avenue, N.W., Washington, D.C. 20036. $13.95 casebound; $7.95 paperback; $7.00 looseleaf packet, plus 50¢ shipping charges per order.

Cooperative Use of Resources for the Arts Describes cooperative planning and gives examples of joint use of resources. (1978) $2.00

The Economy of Energy Conservation in Educational Facilities Recommendations for reducing energy consumption in existing buildings, remodeled projects, and future buildings. Explains the importance of including long-term operating costs and evaluating capital cost of electrical and mechanical systems. (Rev. 1978) $4.00

Four Fabric Structures Tentlike or air-supported fabric roofs provide large, column-free spaces for physical recreation and student activities at less cost than conventional buildings. (1975) $3.00

High School: The Process and the Place A "how to feel about it" as well as a "how to do it" book about planning, design, environmental management, and the behavioral and social influences of school space. (1972) $3.00

Housing for New Types of Students Colleges faced with declining enrollments from the traditional age group should widen their constituency by modifying their accommodations for senior citizens, those over 25, those under 18, the handicapped, married, single parents, etc. (1977) $4.00

Memo to Ambulatory Health Care Planners A general guide to making health centers more humane and flexible. Changing types of services should be anticipated and new partners in the delivery of social services sought. (1976) $2.00

The Neglected Majority: Facilities for Commuting Students Advocates making college facilities more amenable and available to students who do not live on campus. Includes examples of facilities for studying, eating, leisure, shopping, resting, recreation, etc. (1977) $4.00

New Places for the Arts, Book Two Lists about sixty museums, performing arts facilities, and multiuse centers. Includes brief descriptions, plans, and names of consultants (1978) $3.00

Patterns for Designing Children's Centers A book for people planning to operate children's centers. Summarizes and illustrates all the design issues involved in a project. (1971) $3.95

Performance Guidelines for Planning Community Resource Centers A guidebook to help users articulate their requirements for a community center. Published by American Institute of Architects Research Corporation. (1976) Available from EFL. $7.50

Physical Recreation Facilities Illustrated survey of places providing good facilities for physical recreation in schools and colleges—air shelters, shared facilities, and conversions. (1973) $3.00

The Place of the Arts in New Towns Reviews approaches and experiences for developing arts programs and facilities in new towns and established communities. Gives insights and models for the support of the arts, including the role of the arts advocate, the use of existing space, and financing. (1973) $3.00

Places and Things for Experimental Schools Reviews every technique known to EFL for improving the quality of school buildings and equipment: Found space, furniture, community use, reachout schools, etc. Lists hundreds of sources. (1972) $2.00

Reusing Railroad Stations Book Two Advocates the use of abandoned stations for combined public and commercial purposes, including arts and educational centers, transportation hubs, and focal points for downtown renewal. Explains some of the intricacies of financ-

ing that a nonprofit group would have to understand before successfully developing a railroad station. (1975) $4.00

The Secondary School: Reduction, Renewal, and Real Estate An early warning of the forthcoming decline in enrollment in high schools, and suggestions for reorganizing schools to prevent them from becoming empty and unproductive. (1976) $4.00

Space Costing: Who Should Pay for the Use of College Space? Describes a technique for cost accounting the spaces and operating and maintenance expenses to the individual units or programs of an institution. (1977) $4.00

Student Housing A guide to economical ways to provide better housing for students. Illustrates techniques for improvement through administrative changes, the remodeling of old dorms, new management methods, co-ops, and government financing. (1972) $2.00

Surplus School Space: Options and Opportunities Tells how districts have averted closed schools by widening educational and social services, increased career and special education programs. Advises how to make local enrollment projections, how to decide whether or not to close. (1976) $4.00

Technical Assistance for Arts Facilities: A Sourcebook Where arts groups can find help in planning arts facilities. Lists federal, state, and private sources. (1977) $2.00

We're Pleased That You Are Interested in Making the Arts Accessible to Everyone . . . Describes arts programs and facilities that have been designed to overcome barriers to children, the elderly, and the handicapped. Contains an enrollment card for a free information service. (1976) Free

NEWSLETTER.

EFL Reports . . . A periodical on financing, planning, designing, and renovating facilities for public institutions. Free

FILMS

The following films are available for rental at $9.00 or for purchase at $180.00 from New York University Film Library, 26 Washington Place, New York, N.Y. 10003. Telephone (212) 598-2250

New Lease on Learning A 22-minute, 16mm color film about the conversion of "found space" into a learning environment for young children. The space, formerly a synagogue, is now the Brooklyn Block School, one of New York City's few public schools for children aged 3-5.

Room to Learn A 22-minute, 16mm color film about The Early Learning Center in Stamford, Connecticut, an open-plan early childhood school with facilities

and program reflecting some of the better thinking in this field.

The City: An Environmental Classroom
A 28-minute, 16mm color film, produced by EFL in cooperation with the New York City Board of Education, shows facilities and resources in and around the city in which effective programs of environmental education are under way.

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